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ABSTRACT

This document includes three papers, a summary, a 19-item reference list, and four appendices. The papers are as follows: "Community Education and Economic Development" (McDaniel); "What Is Happening out There? Two Surveys of Community Education Activities in Local Economic Development" (Horton, Emery, and McDaniel); and "Educational Programs Supportive of Local Economic Development: Models to Consider for Community Education" (Emery). The third paper includes descriptions of 11 programs for increasing opportunity, 8 programs to promote entrepreneurship and business development, and 11 programs for improving the local economy. Each program description includes a discussion of the possibilities for community education and address and telephone number for further information. Appendix A provides the survey instrument and numeric survey results. Appendix B includes a checklist of questions for community educators seeking to expand their economic development activities. Appendix C lists state agencies in economic development. Appendix D lists community education organizations and agencies. (CML)

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Community Education and Economic Development: Activities in the Field and Potential New Models

Compiled by:
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June, 1988

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The Washington State University Center for Community Education and Economic Development is a special issue center funded by the Charles Stewart Mott Foundation. The goals of the Center are to:

- Investigate community education activites aimed at supporting community economic development.
- Identify, develop, and test new models/approaches (and the transfer of existing approaches from outside the field) for community education programs to support local economic development.
- Develop training opportunities on community education's role(s) in local economic development.
- Establish the Center as an information resource for those interested in community education and economic development.
- Work to foster the linkage between community education and community economic development practitioners.

For further information on the Center and its activities, please contact:

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COMMUNITY EDUCATION AND ECONOMIC DEVELOPMENT:
ACTIVITIES IN THE FIELD AND POTENTIAL NEW MODELS

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COMMUNITY EDUCATION AND ECONOMIC DEVELOPMENT

by

Rob McDaniel

The American economy is in the throes of change. We are rapidly changing from an industrial based economy to one based on information. Increased competition in international markets, the migration of production units out of the country, plus the impact of global economic trends have combined to shrink the U.S. industrial sector. These changes, in combination with the domestic trends toward replacing jobs with new technologies and changing labor force patterns, have revolutionized the relationship between learning and work. Lifelong learning for the individual and the development of community strategies beyond the simple attraction of new businesses have become economic necessities.

As a result of these changes, education (public, private and corporate) is expected to grow to be the largest domestic industry in the United States (Edwards and Snyder, 1983). This broadened role for education reflects the increasing need for retraining, continuing professional development, and new strategies for economic development in a society where the rate of change continues to escalate.

Community education programs are in an unique position to help people and communities respond to societal change. They can identify and respond quickly to local needs. By utilizing connections with institutions of postsecondary education, small business development centers, state agencies and economic development organizations, they also have the capability to access resources and expertise for enhancing local economic development, increasing business formation, and creating new jobs.

This report explores the potential linkages between community education programs and local economic development activities. It includes four sections:

- A discussion of the roles that community education programs and practitioners can play in local economic development.
- A survey of activities currently being undertaken by community education programs in the economic development arena.
- A description of models outside of community education that may be adaptable for use by community educators.
- A summary and checklist for community educators wanting to increase their involvement in local economic development.

A Comprehensive Approach to Economic Development

Because of the changes in the economy, most communities in the United States are pursuing some form of local economic development.

> The majority of these in turn have concentrated on the attraction of new industry. To do this, most have established new organizational structures or added this responsibility to an existing entity responsible for community development or local government coordination. This has resulted in thousands of such groups chasing the 500 or so industries that expand into new areas or move each year. The majority of resources spent in this pursuit do not bear fruit (Gray 1986).

Consequently, the need for a more comprehensive approach to local economic development has become obvious; numerous approaches have been recommended. Many incorporate the work done by Pulver (1986). A modified synthesis of Pulver's conceptualization by Gray (1986) is the basis for defining local economic development in this report.

According to Gray, a comprehensive approach to local economic development includes the following strategies:

- stopping local economic "leakage" (money being spent outside the community on goods and services that are or could be provided locally), both in individual purchases and by local businesses,
- initiating activities to retain and expand existing businesses, and/or to stabilize the local economic base,

- supporting local entrepreneurial efforts to develop new businesses in the areas of retail, small manufacturing, and home-based business,
- capturing outside, and attracting new, dollars into the local economy through tourism, retirees (or others with transfer payments) and grants acquisition,
- finally, and on an opportunistic basis, the attraction of new business to the community.

As noted by Gray (1986), the strength of this approach lies in the variety of activities which can be pursued and, therefore, the increased likelihood of success. It is also an approach in which community educators can play a number of active roles. These roles are discussed later in this section. First, it is important to lay a foundation for community education's involvement in local economic development.

The Linkage of Community Education and Local Economic Development

According to Kerensky and Melby (1971) "community education is much easier to describe than it it is to define." In reality, it is not easy to find a consensus on how to describe community education or what makes up a community education program.

For the purposes of this report, community education as defined by the C.S. Mott Foundation (1987) and a blending of Decker's (1976) and Minzey's (1974) conceptualizations of a community education program are utilized. These form the basis of the argument for community education's linkage to local economic development. The C.S. Mott Foundation (1987) defined community education as:

> the learning process to help individuals and communities identify and solve common problems through the use of community resources. Using the process, partnerships are built between schools, families, community agencies, business, etc., to address education and community issues.

When putting the "process" into practice, the components or "building blocks" of a community education program most often include the following ideas from Decker (1976) and Minzey (1974):

- expanded use of school facilities beyond regular school hours
- life-long learning and adult education programs
- enrichment programs for school-age children and youth
- interagency cooperation and coordination fostered to meet community needs and problems
- citizen involvement and participation in the operation of the community education program as a philosophic tenant
- enhancement of the K-12 curriculum through the utilization of community members in the classroom
- community development activities wherein the community education practitioner plays a catalytic role in helping citizens identify local problems and undertake their solution.

A comprehensive community education program is illustrated in Figure 1.

The philosophic basis for the community educator's involvement in local economic development is clearly delineated in the Mott definition, particularly in its focus on the process of working with community members to identify and solve community problems using community resources. Programmatically, local economic development efforts can be initiated as part of the community educator's inter-agency cooperation and community development activities (illustrated in Figure 2.). From this perspective, the question for the community educator is not whether involvement in local economic development is appropriate but what are their possible roles.

Potential Roles for Community Educators

Successful economic development efforts require an informed leadership - a leadership which is familiar with both community values and economic development strategies. Community educators who are quite

Figure 1. A Comprehensive Community Education Program

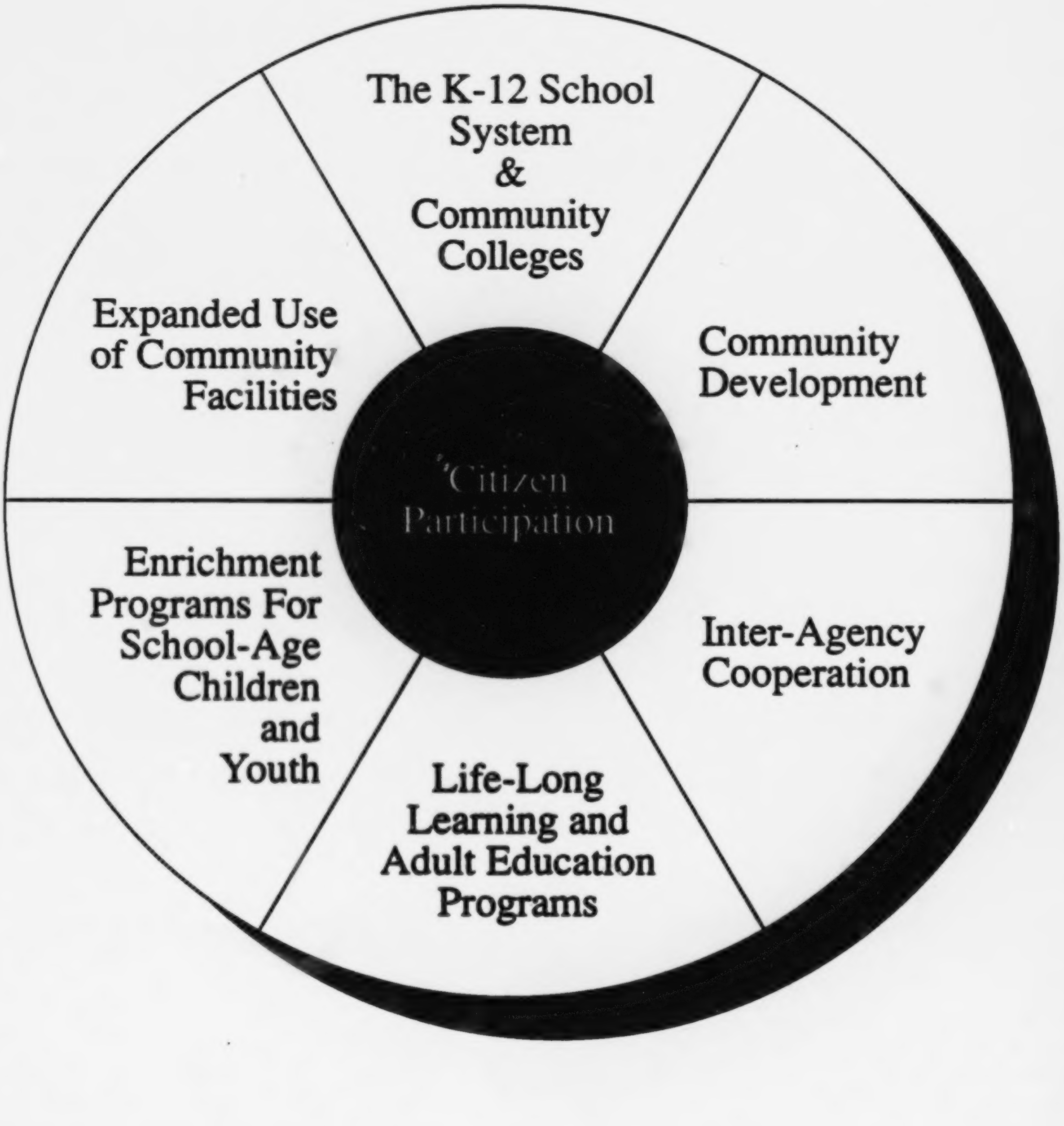
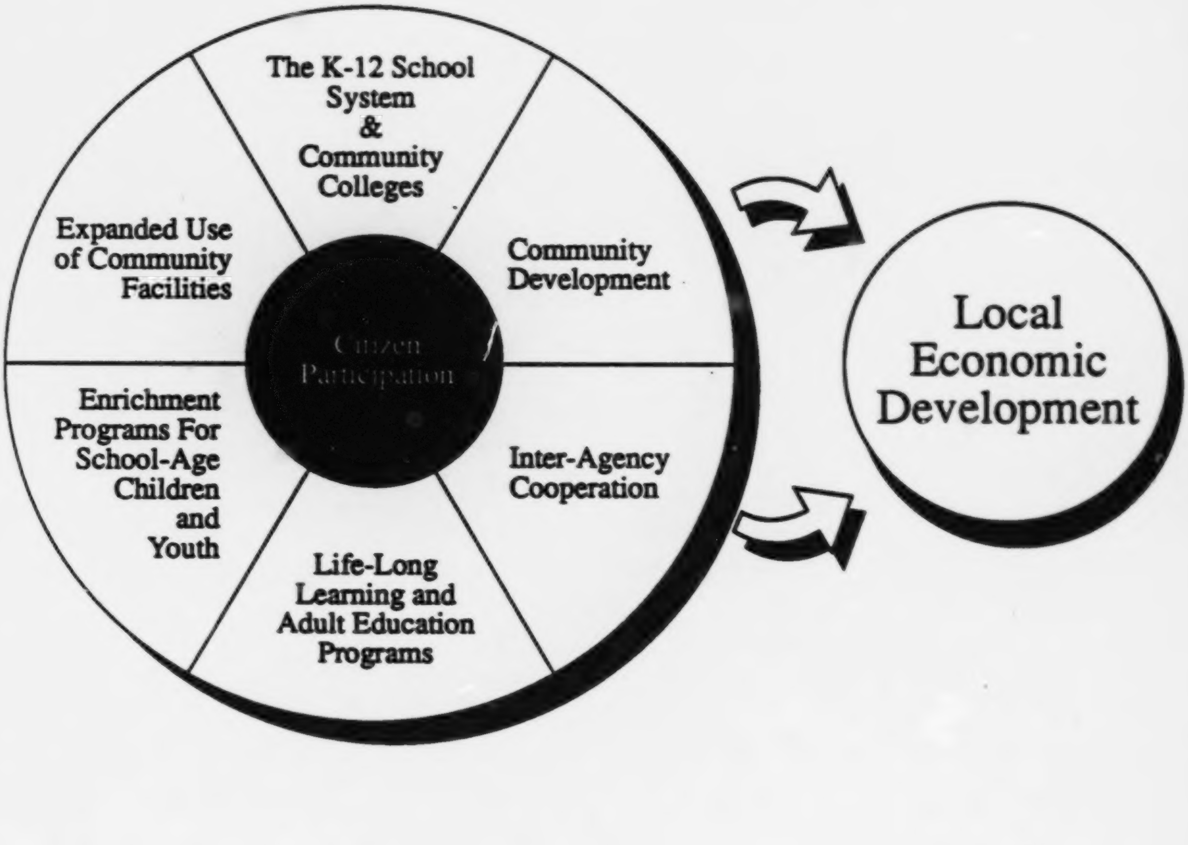

The K-12 School System & Community Colleges
Community Development
Inter-Agency Cooperation
Life-Long Learning and Adult Education Programs
Enrichment Programs For School-Age Children and Youth
Expanded Use of Community Facilities
Citizen Participation

Figure 2. Local Economic Development from Community Education


The K-12 School System & Community Colleges
Expanded Use of Community Facilities
Community Development
Citizen Participation
Enrichment Programs For School-Age Children and Youth
Inter-Agency Cooperation
Life-Long Learning and Adult Education Programs
Local Economic Development

often in tune with the community can contribute to the necessary leadership. Therefore, their first step in becoming involved is to learn more about economic development and then adapt this knowledge while updating their information on local activities. In this regard, they especially need to become conversant in economic and business development practices. Community educators also need to develop an understanding of what drives their local economy (DeLargy 1988). They additionally need to learn about the economic development agencies and organizations which exist locally, and also those agencies outside the community that can act as resources. With this understanding in hand, the community educator can assess the opportunities for community education to contribute to local economic development.

These opportunities may take the form of offering classes on small business development, linking people to needed expertise, or working with the community in an economic goal-setting process. The latter possibility highlights the fact that economically distressed communities can benefit from the "process" assistance that community educators can provide. How this can take place has been outlined by DeLargy (1988:5):

> Community education can encourage the development of a community or neighborhood process which determines the economic goals of the community. An important first step for the community is to set economic development priorities or goals. After goals are set and prioritized, the community can focus on specific strategies to achieve these goals. Many times the goal-setting process itself can enhance the community education process as an effective means by which economic development goals may be met.

Whatever the case, the community educator's efforts will likely include offering educational programs, linking resources, and seeking to activate the school as an important partner in local economic development.

Educational Opportunities

If we return to our conceptualization of a comprehensive approach to local economic development, it is easy to see how educational programs can be critical to success. Workshops on understanding how the local economy works are a first step in stemming economic leakage. Business management seminars and employee training are important in efforts to retain and expand local business. In the stimulation of new enterprises, educational support (again most often in small business management) for entrepreneurs is essential. For those communities that pursue an economic development strategy of capturing outside dollars through attracting tourists or retirees, workshops on tourism and successful retirement communities will be valuable. Lastly, an important component in the attraction of new business/industry is the availability of a broad range of educational possibilities. For example, the likelihood of attracting a new industry is greatly enhanced by the possibility of "customized" job training for its employees. Figure 3 graphically shows the relationship of education to economic development strategies and potential roles for the community educator.

Community Educator as a Resource Linker

Community educators traditionally work with a variety of agencies to deliver their community education program. They can apply these skills in interagency collaboration and in locating outside resource people to assist the community's economic development effort. This may require the community educator to establish a new set of networks, or it may only require working with long time partners (e.g., community colleges and universities) in a new way.

Figure 3. Community Education and Economic Development

Economic Needs
(examples)

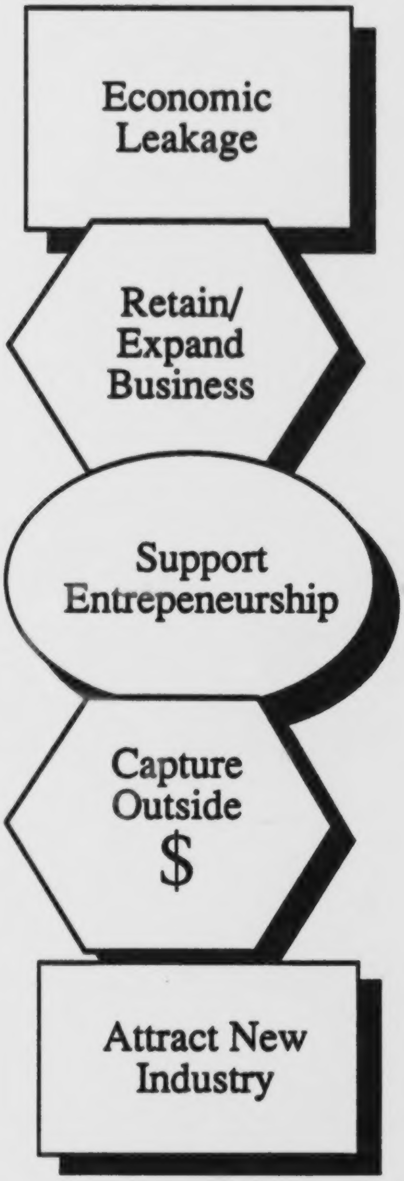
Understanding how a local economy works

Management Training
Skills Upgrade
Employee Retraining

Business Development Training

Grant Writing Skills

Specialized/Custom Job Training



Economic Leakage

Retain/ Expand Business

Support Entrepeneurship

Capture Outside $

Attract New Industry

Community Education Roles
(examples)

Coordinating Educational Delivery

Linkage to Other Resources

Activate School Resources:
-Facility
-People

Activating the School's Resources

Central to the community education endeavor is the full utilization of the school and its resources. In many communities the school and its personnel constitute the single most sophisticated and resource rich institution in town. The potential contributors are numerous. By way of example, physical capacity exists within many schools for the housing of small business incubators, and school's possess highly educated personnel sophisticated in grant writing and working successfully with state agencies.

Undoubtedly, to visualize the possibilities and the appropriateness of the school's more direct involvement in local economic development, much discussion will be required on the part of the school board trustees, administration and teachers.

Many community education programs throughout the United States are already involved in activities supportive of local economic development. To understand what community educators are doing, the WSU Community Education Center undertook a research effort in the fall of 1987. The results of this effort are presented in the next section of this report.

WHAT IS HAPPENING OUT THERE? TWO SURVEYS OF COMMUNITY EDUCATION ACTIVITIES IN LOCAL ECONOMIC DEVELOPMENT

by

Diane Horton
Mary Emery
Rob McDaniel

Involvement in economic development, has not been a priority within community education. With the exception of the documentation of school-based enterprises in the South, there is a lack of information about what community education programs are doing related to economic development. To overcome this, the Center undertook two surveys. The first in the fall of 1987, was a survey of the directors of C.S. Mott Centers and state agency community education offices. The second, in the spring of 1988, was a survey of community education programs across the country.

The Survey of Center Directors and State Agency Directors

For this part of the research, a short survey instrument was administered by telephone to state center directors and state education agency directors listed in the C.S. Mott Foundation 1987 Guide to Community Education Resources. We attempted to interview all those listed, but because of time conflicts, vacations, etc. only 64 useable questionnaires were completed.

For the purpose of this first questionnaire, economic development was defined very broadly to include job training, education in new technologies, and marketing classes as well as rural revitalization and urban renewal programs. In the telephone survey, questions were included to also solicit information about the collaborative nature of any economic development activity. Information collected in this initial effort was used in turn to develop the second survey, but the first survey also yielded interesting insights.

Survey Results

The results of the interviews are summarized in Tables 1, 2 and 3. Table 1 is an overview of community education's involvement in local economic development by state. The majority of states reported activity in several program areas. States received a positive score if anyone interviewed from that state knew of at least one example of community education involvement in the programs listed across the top of Table 1. Table 2 presents the number of respondents reporting the participation in an economic development activity of at least one community education program within their state.

Through the interviews we discovered that many state agency offices, centers and professional associations were planning to address economic development issues in their future agendas. Several respondents (e.g. Alaska, Alabama and Georgia) indicated that their 1987 association conferences would focus at least one session on some element of economic development. Examples of planned conference sessions included small business development, school-based enterprises, and training in local economic development.

In addition, interviewees were asked if they utilized data on economic changes in their planning to meet future conditions. A number indicated they were using such data in the development of the state's five year plan. Table 3 summarizes responses to the questions on planning.

The survey further established that community education programs were actively collaborating with other agencies in sponsoring programs related

Table 1. Community Education Involvement in Economic Development by State*.

	Small Business	Entrepreneurship	Incubators	Home-based Business	Marketing	Job Training	Job Upgrading	Job Retraining	Vocational	Management	Professional Development	Counseling	Basic Skills	Career Counseling	New Technologies	Leadership Training	Tourism	Community Econ. Analysis	Main Street Program	Capitalization	Community Development	School-based Enterprise	PIC
Alabama	■	■		■	■	■	■	■	■	■	■	■	■	■	■	■			■		■		
Alaska		■			■	■	■	■	■	■			■		■	■	■						■
Arizona									■				■		■								■
Arkansas	■	■							■		■		■	■	■								
California	■	■				■	■	■	■				■	■		■		■			■	■	■
Colorado					■	■	■	■	■	■	■	■	■		■	■							
Delaware				■		■	■	■	■		■	■	■	■	■	■						■	■
Florida	■	■		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Georgia	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Idaho	■			■					■	■			■		■		■						■
Illinois		■			■			■						■	■	■							■
Indiana						■		■	■				■	■	■	■					■		■
Iowa			■								■				■	■					■		■
Kansas	■	■				■	■	■	■	■		■	■	■									
Kentucky	■	■		■	■	■	■	■			■	■	■	■	■	■		■	■			■	■
Louisiana					■			■				■	■	■		■	■					■	■
Maine	■	■	■	■	■	■	■		■	■	■		■	■			■						■
Maryland	■	■			■	■	■	■	■	■	■	■	■	■	■	■	■	■	■		■	■	■
Massachusetts	■	■				■	■	■	■	■	■	■	■	■	■	■	■	■			■	■	■
Michigan	■	■	■		■	■	■	■	■		■	■	■	■	■	■	■				■	■	■
Minnesota	■	■		■		■	■	■	■	■	■	■	■	■	■	■		■	■		■	■	■
Mississippi	■			■		■	■	■	■	■	■		■		■		■			■			
Missouri						■			■				■	■	■		■			■	■		■
Montana	■			■	■	■	■	■	■	■		■	■		■		■					■	
Nebraska					■				■	■		■	■	■				■			■		
New Hampshire	■			■		■	■	■	■	■	■		■		■	■	■				■	■	■
New Jersey	■									■	■		■		■	■						■	■
New Mexico	■		■		■					■	■	■		■	■						■		■
New York						■	■	■	■			■	■	■	■	■							■
N. Carolina	■	■			■	■	■	■	■	■						■		■					■
N. Dakota																■				■			■
Ohio						■	■		■	■	■		■	■		■	■						■
Oklahoma													■										
Oregon	■	■	■		■	■	■	■	■	■	■		■	■	■	■	■						■
S. Carolina		■																				■	■
S. Dakota	■	■				■	■	■	■		■		■	■	■	■	■				■	■	■
Tennessee			■													■						■	■
Texas	■	■				■	■	■	■	■	■	■	■	■	■	■		■			■	■	■
Utah	■			■	■	■	■	■	■	■	■	■	■		■								■
Virginia				■	■	■	■	■	■			■	■		■	■		■			■	■	■
Washington	■	■				■	■	■	■	■	■	■	■	■	■	■	■	■			■	■	
Wisconsin																■	■						■
Wyoming	■	■	■	■	■	■	■			■	■	■	■	■	■					■	■		
Total	25	20	8	14	19	29	27	27	31	24	24	21	35	26	31	29	18	12	6	6	18	20	33

* The state is marked as having a program in the area if anyone interviewed from that state knew a program.

Table 2. Number of Respondents Indicating Activity in Various Types of Programs.

Type of Program	Number
Basic skills programs	44
Job training programs	37
Training in new technologies	37
Leadership training programs	37
Vocation programs	33
Professional development programs	32
Career counseling	29
Job retraining programs	28
Classes for small business	27
Job upgrading programs	27
Management training programs	27
Counseling, referral, or information services for families of workers or farmers in transition	24
Community development programs (urban renewal or rural revitalization programs)	22
School based enterprises	22
Entrepreneurship training	19
Market classes for farmers, ranchers and small business people	17
Tourism/recreation classes or training	17
Home based business classes	14
Community economic analysis programs	12
Small business incubators	9
Main Street programs	6
Programs on capitalization or venture capital	4

Table 3. Number of Respondents Indicating State Activity in Planning for Economic Development

	Yes	No	No Answer
Planned to address economic development issues in the future	34	28	2
Utilizing economic data in their planning efforts	28	35	1

to economic development. Most commonly, programs and classes were co-sponsored by vocational education entities and the community colleges. Universities were also co-sponsors, particularly in professional development programs and management training.

Programs related to small business were often co-sponsored by the Small Business Administration or Small Business Development Centers. Other co-sponsors included JTPA (Job Training Partnership Act) programs, and displaced homemakers programs. These latter agencies were collaborators in job training, upgrading, and retraining programs. Cooperative Extension was frequently mentioned as a co-sponsor primarily in marketing classes, home based business classes, and leadership training. Economic development associations or councils were cited as co-sponsors, particularly in community development projects, leadership training, and classes for small business.

Data from the survey also indicated a growing involvement with the business community. The Chamber of Commerce was listed as a co-sponsor in a wide variety of programs. Also, private industry or corporate interests were cited.

Conclusions

The survey data provided a strong indication that there was substantial involvement in local economic development activities running the gamut of educational responses from small business assistance to community development. The data further suggested that community educators were cooperating extensively with other agencies to provide these programs (something that was born out in the second national survey of community educators discussed later). A growing interest on the part of community education practitioners to become more involved with economic development was also evident.

While providing a preliminary understanding of community education's involvement in local economic development, the data had two serious limitations. In the first place, many of the interviewees were not acquainted with every program in their state. Thus, economic development activities were, very probably, under represented in the results. The second difficulty with the data was that some interviewees may have interpreted "involvement" as knowledge of an event, while others reported only those efforts where community education was a direct sponsor. While providing important new information on community education involvement in economic development, the survey left many crucial questions unanswered. Consequently, it was decided to canvass the community education programs throughout the United States.

The National Survey of Community Education Programs

A national listing of community education programs does not exist. To establish the mailing list for the survey, each of the Center directors in the 1987 Guide to Community Education Resources was contacted for a listing of the programs in their state.

With these in hand, a ten item questionnaire on the program's involvement with local economic development activity was mailed to 2568 programs around the country in January 1988. (The survey instrument is reproduced in Appendix A.) Over half of the questionnaires (1450, 56%) were returned; 1440 were received in time to be included in the computer analysis.

The results from the survey are presented by individual question. The questions are discussed in logical rather than numerical order. As the data for each question are discussed, they are related as appropriate, to the analysis of previously discussed questions. Of course, not all questions were answered by all respondents. Therefore, the number of responses as well as their percentage are sometimes given for each item within a question. (Appendix A also includes a copy of the survey with the results by number and percentage.)

Survey Results

To establish a context for what community educators are doing in the economic development arena, we asked in Question 4: "...to what extent are the following economic conditions a problem in your local community?" The question listed eight conditions and asked the respondent to rate them as: a definite problem, a slight problem, not a problem, or don't know. Table 4 shows the number and percentage rankings for each of the eight economic conditions.

Those economic conditions considered to be a problem were ranked as follows:

- o the lack of job opportunities was seen as the most severe problem, listed by 82% of the respondents,
- o a declining economic base, a dwindling business community, and the lack of trained workers were rated by roughly two thirds (64% to 69%) of the respondents as problems,
- o a poor investment climate, farm closures and plant closures were listed by half (57% to 58%) the respondents as problems.

Only coping with economic growth (49 %) was not seen as a problem by at least half the respondents.

When the community education practitioners were queried on the two questions:

- "...how involved would you say your community education program is with economic development?" (Question 1), and
- "approximately what percentage of your community education activities are devoted to economic development activity?" (Question 2),

Table 4. Economic conditions considered to be problems in local communities.

Condition	Problem		Not a Problem	
	number	percent	number	percent
A. Coping with growth	669	49.3	637	47.0
B. Declining economic base	955	69.2	381	27.6
C. Lack of trained workers	886	64.3	431	31.3
D. Dwindling business	901	65.0	60	33.2
E. Plant closures	757	55.1	582	42.4
F. Lack of job	1147	81.9	233	16.6
G. Farm closures	780	56.8	499	36.4
H. Poor investment climate	794	57.8	393	28.6

the similarity of responses indicated a redundancy in the questions while providing some assurance of respondent consistency in their answers.

Thirty-five percent (497) of the respondents were quite involved in economic development activities. Only 9% (126) of the practitioners reported that they are very involved. Of these, most (119) estimated that 40% or more of their programs were devoted to activities which support economic development. Seventy-four of these community educators answered that 40 - 60% of their programming related to economic development.

Over half (762, 54%) the practitioners reported that only between 1% and 20% of their program had anything to do with economic development. Just over 26% (374) answered that none of their programs provided any economic development activity.

In Question 5, community educators were asked to indicate whether they offered any of the 23 economic development activities listed and with whom, if anyone, they collaborated. The list presented consisted of activities which the researchers concluded might reasonably be expected to be included in a community education program. The community education program did not have to be the primary sponsor of the activity.

The seven most frequently listed activities all focus on the individual. In descending order of frequency offered (81% to 52%) they are: basic skills, vocational education, recreation promotion, job training, job upgrading, career counseling, and job retraining.

A significant number, over one-third, of the respondents listed some involvement in broader community economic or business development activities. These include: small business development, small business incubators, community development programs, school-based enterprises, Main Street programs, and tourism programs.

It is obvious from the survey results that a large share of programs focus on meeting the needs of the individual. A much smaller number focuses on the community itself. Since four out of the five community educators who answered Question 4 considered a lack of job opportunities as a problem in their communities, one should expect a good deal of effort to be directed toward providing individuals with job training opportunities. At the same time, since nearly two-thirds of the survey respondents also identified a declining economic base and a dwindling business community as significant problems faced by their communities, one might expect a greater portion of the community education activities to be directed toward solutions of these problems. Why this is not the case is a question for future research.

When asked, also in Question 5, to indicate which agencies were collaborators for economic development activities, community educators listed a tremendous variety of partners. Tables 5a and 5b summarize the types of collaborating organizations listed. The first nine categories of collaborators (shown in Table 5a) were cited as a partner by at least one community education program for each of the activities. The second nine were mentioned as collaborators for some of these activities. The miscellaneous category includes both the rarely mentioned collaborator (eg. "the feds") and those listed almost exclusively for particular activities (eg. unions concentrating on assistance to unemployed workers, and farm related groups emphasizing assistance to farm families and marketing for business or farm).

Several cooperating agencies were listed often enough to maintain separate categories. Colleges, both two-year and four-year institutions, were listed 1459 times. Vocational education programs, as part of or

Table 5a. Collaborating agencies/organizations by activity.

ACTIVITY	COLLABORATOR college	school district	PIC/JTPA	chamber of commerce	vocational education	business/industry	development	SBDC/SBA	adult education	employment
A. Job training	124	58	182	9	131	65	22	3	14	78
B. Job retraining	121	43	152	7	103	52	27	2	39	59
C. Job upgrading	135	43	96	7	101	70	27	4	29	45
D. Small business dev.	91	8	11	72	31	30	31	68	12	8
E. Business incubators	17	1	2	11	5	7	13	13	5	
F. Home business	59	21	5	13	22	22	2	26	23	2
G. Market bus/farm	45	12	3	19	25	13	6	15	8	1
H. Vocational educ.	142	149	35	2	200	26	2	2	53	16
I. Info. on new tech.	91	49	9	6	49	34	8	2	19	5
J. Aid unemployed	34	21	84	2	15	19	20	2	21	87
K. Aid farm families	19	6	8	3	5	3	2	1	8	5
L. Aid unemployed youth	16	52	155	9	14	16	26	1	18	84
M. Main Street	4	8	3	23	3	9	10	1	3	1
N. Community devel.	19	20	14	68	7	9	34	4	10	4
O. School enterprises	16	71	2	7	4	10	2	1	8	4
P. Management training	95	14	5	21	25	31	7	11	8	1
Q. Professional devel.	129	55	4	24	29	29	5	5	20	5
R. Basic skills training	84	108	48	5	52	25	9	2	75	21
S. Career counseling	84	100	41	8	33	10	2	3	19	28
T. Leadership training	62	30	5	37	21	15	2	6	12	2
U. Tourism promotion	12	6	2	103	3	16	43	4	7	1
V. Recreation activity	30	47	2	29	2	21	6	2	30	1
W. Economic literacy	30	22	4	19	12	27	6	11	23	6

Table 5b. Collaborating agencies/organizations by activity.

COLLABORATOR

ACTIVITY		cooperative extension	state education agency	social service	service group	ABE/GED	tribal	parks & recreation	council of government	miscellaneous	total
A.	Job training	2	30	87	9	7	3	2	1	2	790
B.	Job retraining	1	25	69	5	5	2		2	2	725
C.	Job upgrading	2	25	52	1	5	1			1	654
D.	Small business dev.	29	13	4	5		1			6	423
E.	Business incubator	2			1		1				78
F.	Home business	36	6	1	1					1	245
G.	Market bus/farm	57	5							35	245
H.	Vocational educ.	9	74	22			1		1	10	749
I.	Info. on new tech.	6	23		3					2	306
J.	Aid unemployed	1	11	99	5	9			1	6	439
K.	Aid farm families	60	4	6	2					25	157
L.	Aid unemployed youth	4	10	56	3	15	1	3	1	2	487
M.	Main Street	2		3		1		1	1	1	75
N.	Community devel.	10	6	10	26	4	1	5	4	2	261
O.	School enterprises		11	2	4			2		24	169
P.	Management training	5	12	3	3					4	247
Q.	Professional devel.	5	20	4	6	1		1		6	352
R.	Basic skills training	5	50	42	7	112	2	1	1	7	662
S.	Career counseling	3	23	22	5	11	1	1		8	407
T.	Leadership training	17	14	2	13	1	2	1		10	243
U.	Tourism promotion	5	6	3	7		1	5		5	230
V.	Recreation activity	5	11	7	39	1		174		18	427
W.	Economic literacy	7	9	2	6	44				8	247

outside of the school district, were named as collaborators by 892 respondents. The Private Industry Council/JTPA followed with 872 citations. Other consistently named partners included the Chambers of Commerce (504), Small Business Develoment Centers/SBA (189), and Cooperative Extension (273).

Other cooperators can be readily lumped into categories. Community education programs also are partnering with:

- a host of school district programs (944),
- businesses and industries (559),
- a range of social service agencies (496),
- numerous employment/job service agencies (464),
- adult education programs (464),
- state education agencies (388),
- local/regional development organizations (312),
- ABE/GED programs (216),
- parks and/or recreation departments (195),
- service groups such as Kiwanis, Rotary, etc. (151),
- tribal associations (17),
- Councils of Government (12).

As some respondents indicated, regional legislation influenced the number of activities a community education program could offer as well as the types of organizations with which they could collaborate. Since local conditions vary, popular collaborators in one area may not be possible collaborators in another. Still, Tables 5a and 5b offer some suggestions to the community educator desiring to expand economic development activities. After selecting an activity from the left column, one should compare the number of times a collaborating group was listed to the total number of collaborators. This indicates the relative frequency of cooperation for a collaborator. For example, even though the Chamber of Commerce was listed only 23 times (out of 75) for Main Street programs, this represents 31% of the collaborators.

Five additional collaborators were listed by more than 30% of the respondents for particular activities.

- Cooperative Extension (was listed 60 out of 157 times or 38%) for assistance to farm families
- PIC/JTPA (155 of 487 or 32%) for assistance to unemployed youth
- school district (71 of 169 or 42%) for school-based enterprises
- college (95 of 247 or 38%) for management training
- parks and/or recreation (174 of 427 or 41%) for recreation

Although most of the responses to Question 5 echo the results of the preliminary survey, there is some concern with the validity of part of the data. The most problematic data are the information on community education programs sponsoring small business incubators. It is probable that some respondents misinterpreted what was being asked.

Ninety-two (92) respondents indicated that their programs collaborated with 78 agencies to offer small business incubators. Surprised by the number of community educators stating they offered small business incubators, the researchers reviewed those particular surveys. Further examination of these questionnaires showed that some of those stating that they were involved with small business incubators had indicated in Questions 1 and 2 that they were not at all involved in local economic development activities.

With this conflicting information, we telephoned a number of the respondents who indicated small business incubators as part of their program. The telephone follow-up verified that many of the respondents who had marked small business incubators, in fact, did not offer them. Instead they had sponsored seminars on small business or other related topics.

Still, other community education programs are working with organizations supporting small business incubators. The number in actuality is probably small and certainly not the 92 programs indicated by the survey results.

A purpose of the survey was to establish "what involvement local community education programs had with economic development." As a first national survey, it is more important to understand the range of activities versus a quantification of community education programs undertaking any one activity. Question 5 provides this descriptive data on the types of economic activities in community education programs. The numbers for community education programs indiciating participation in an activity, however, are subject to error, and hence are less likely to accurately represent existing practice.

Community educators were asked in Question 7 if they "...were interested in more training in establishing economic development projects?" Five hundred and twenty-one (38%) respondents marked that they were very interested in more opportunities for training. Another 595 (44%) people marked they were somewhat interested. Some 243 (18%) people indicated they were not interested in receiving training.

For those indicating a desire for training, Question 8 asked community educators to name "topics in which they were most interested". The vast majority of respondents simply returned to Question 5's listing of activities supportive of local economic development and chose from that list. The training topics most often named were:

- job training/retraining
- small business development
- community and economic development
- school-based enterprises
- assistance for unemployed youth.

Table 6 lists the training topics requested and the number of people requesting them.

Table 6. Requested economic development training topics.

TOPICS (Question No. 5)	No. of Requests
A. Job training	138
B. Job retraining	152
C. Job upgrading	88
D. Small business development	188
E. Business incubators	93
F. Home business	85
G. Market bus/farm	89
H. Vocational education	65
I. Information on new technology	103
J. Aid unemployed adults	99
K. Aid farm families	73
L. Aid unemployed youth	104
M. Main Street	64
N. Community development	123
O. School enterprises	106
P. Management training	62
Q. Professional development	66
R. Basic skills training	81
S. Career counseling	101
T. Leadership training	84
U. Tourism promotion	95
V. Recreation activities	59
W. Economic literacy	71
TOTAL	2189
OTHER TOPICS	
Networking/cooperation	64
Recruit business industry & market community	56
Internal program development	41
Farm/Rural/Agriculture	39
Models/How to start	37
Grants/Funding	33
Special audiences	21
Tax base assessment	13
Trends/Future	13
Natural resources	7
TOTAL	324

Finally, community educators were asked in Question 6 to "name exemplary and/or innovative community education programs involved with local economic development in their state." Two hundred and thirty-two programs (or people to contact) were nominated. At the time of the writing of this report, no nominated programs have been contacted. But this listing provides a research opportunity for the future.

Conclusions

Fourteen hundred plus community educators returned the survey. Of these, 35% were involved in some activity supportive of local economic development.

The data indicate that community education programs sponsoring activities supportive of economic development are most often involved in efforts geared towards improving the individual's ability to be successful in the job market. To this end, programs are being offered in basic skills training, job training, career counseling, and management training.

At the same time, a significant number of the community educators responding to the survey indicated that they are involved in programs that supported small business development and community improvement efforts. Programs offered in this vein include small business management, home-based business classes, school-based enterprises, and community development programs.

One of the underpinnings of community education is the partnering with others to provided needed programs. Even with this tradition, the number and range of organizations with which community educators are cooperating is still phenomenal. Collaborators include other school programs, colleges, local economic development groups, and small business development centers, just to name a few.

Seventy-five percent of the community educators responding to the survey want to see their programs become more involved in local economic development activity. When queried on training, 38% were very interested in training opportunities to establish economic development programs. The topics most often requested are in the areas of: job training/retraining, small business development, community and economic development, and school-based enterprise.

The responses to the survey show that many community educators across the country are involved in, and interested in becoming more involved with, economic development activities. For those involved, it is not a question of whether or not it is appropriate for community education to be an actor in this arena, but one of how and what programs to offer. For most of those who wish to become more involved, the school-based enterprise approach is often the only model. The fact that 83% (1209) of the practitioners answering the survey were not aware of any exemplary programs dealing with local economic development offered by community educators in their state, may indicate a lack of appropriate models.

The next section of this report discusses a number of education based programs developed outside of community education that seem to be adoptable. They are presented in the hope that community educators will find them helpful in their efforts to incorporate more activities supportive of local economic development into their programs.

EDUCATIONAL PROGRAMS SUPPORTIVE OF LOCAL ECONOMIC DEVELOPMENT: MODELS TO CONSIDER FOR COMMUNITY EDUCATION

by Mary Emery

Parallel to our efforts to understand the local economic development activities currently being supported by community educators, Dr. Emery reviewed numerous educational programs outside of community education which sought to support economic development. Those outlined in this section are felt to represent opportunities for adaptation by community education. - Rob McDaniel

Educational institutions' contribution to economic development covers a wide range of activities, from research on new products to career planning. New educational programs have been developed in response to the changing needs of people and their communities. Many of these programs focus on activities outside of education's traditional responsibilities. The programs described in this section of the report have one of three (or some combination of the three) focuses: on assisting the individual trying to cope with the changing job market, providing support for the growth and development of small businesses, and/or enhancing efforts to stimulate community economic development. These educational responses to the need for local economic development include both short term programs and long term strategies. Table 7 illustrates how the different focuses can be conceptualized.

Short term activities involve single courses or workshops developed to target one issue, skill, or question. Despite their narrow focus, successful short term programs recognize the complexity of education for change, clearly describe the context of change, and provide comprehensive follow-up and referral.

Table 7.

FOCUS	TIME SPAN	
	short term	long term
Individual	career counseling GED testing stress management	professional development job retraining degree programs
Small Business	SBA workshops SBDC counseling	entrepreneurship incubators
Community	pre-layoff plans leadership workshops	basic research community development

Long term programs are directed at affecting change over time. For example, communities facing changes in their economic structure are engaging in educational programs designed to contribute to the diversification of the economic base. In Flint, Michigan, programs targeted to helping unemployed auto workers find new jobs have evolved to include small business incubators, continuing education opportunities, and programs geared to diversifying the local economy.

Education's Response

The desire to expand education beyond its traditional role has resulted in new types of learners in the classroom (Charner and Rolzinski, 1986), new educational settings, and new educational content. The new learners include dislocated workers and farmers, displaced homemakers, and managers trapped in dead-end jobs. All are looking to education to open new opportunities.

These new learners are found in new settings, so that educational institutions can now be found offering programs in community centers, union halls, industrial plants, and offices (Charner and Rolzinski, 1986). Educational programs in job training and retraining, management, and new "electronic age" literacy are being expanded and new courses are being developed daily. Professional development programs are being broadened beyond continuing education in one's field to include stress management, coping with change, and other topics germaine to today's changing workplace.

This "redefinition" of education is a result of these new clients seeking out education programs as a resource for change. However, many education institutions have been slow to respond to this new challenge. As a result, companies and professional associations have expanded their own education and training functions and, in the best cases, formed new partnerships with education institutions to help them become more responsive.

Despite the difficulties in moving beyond traditional roles, a number of educational institutions have developed innovative programs. Several serve as models for the development of further programs. A number of these are presented below. Included are model programs for increasing employment opportunity for the individual, enhancing entrepreneurship, and facilitating economic development. A comment on the possibilities of the model program for community education follows each description, and a final thought on the implications for community education ends each section.

Programs for Increasing Opportunity

Many education programs supportive of economic development concentrate on helping individuals adjust to new circumstances. Such programs can be a resource for helping individuals to adjust in several settings:

- workers laid off due to technological redundancies, downturns in the business cycle, or plant closures
- workers lacking basic skills or the necessary literacy to advance on the existing job

- workers required by changes in the nature of their job to develop new skills or competencies
- managers and technicians who because of generational crowding lack access to advancement
- small-business owners, ranchers, or farmers seeking to enhance or maintain their business
- women, particularly single heads of households, who are seeking to develop a strategy to escape the feminization of poverty.

Whether they are short term programs for individuals in crisis, long range training, or continuing education strategies, each of the model programs presented here include some attention to life/work planning -- often including value clarification, goal setting, and personal plan development. The more successful programs also provide counseling and referral services. In other words, model programs look at the whole individual and the circumstances of his/her life rather than focusing exclusively on retraining in new skills.

The impetus for this program development does not come from a concern for the welfare of individual workers and their communities alone. The crisis in American productivity has required employers to pay more attention to the skill level of the work force and the kind of training they receive. Companies are therefore interested in programs that increase the problem solving, basic skills, and communication abilities of workers. Additionally, workers with career goals, a good foundation in the basics, and the ability to problem-solve stay unemployed a shorter time than their less able counterparts -- costing both companies and tax payers less money.

The process of deindustrialization and the flight of American productive capacities to other countries combined with job obsolescence due to technological innovation have displaced many American workers, particularly in blue collar work. Unfortunately like the lost generation of older, male farmers displaced from their land during the depression of the 1930's, many of today's older, male workers and farmers displaced from their traditional sources of livelihood have been unable to make a transition to a new working environment. This group has been difficult to reach. Efforts to work with other displaced populations have proven more successful. Many have been retrained in communications technology, while others have returned to school to complete degrees, and many displaced homemakers have been assisted in re-entering the workforce. The model programs that follow have all proven themselves as highly successful approaches.

Job Training/Retraining Programs: Information Processing Specialist Program

The Information Processing Specialist Program developed by the College of Southern Idaho has received an award from the National Association of Vocational Education. The program retrains people, particularly women, for jobs in computerized offices and on farms. The program incorporates a job development provision to give trainees a cooperative educational experience in the business setting. This component has often led to long term employment for the participants.

A critical factor in the success of the program is the attention given to helping students with basic math, writing, spelling and communication skills. The project also provides students with information in career development.

Moreover, in addition to training students, the project through its job development component also increases the information processing literacy of local business people as they have an opportunity to become acquainted with new kinds of equipment and capabilities while providing on-the-job training for students.

For more information contact:

Information Processing Specialist Program
College of Southern Idaho
P.O. Box 1238
Twin Falls, ID 83303-1238
(208) 733-9554

The Possibility for Community Education

The Information Processing Specialist Program utilizes Job Training Partnership Act (JTPA) funds through the local Private Industry Council (PIC). As was noted earlier in this report, this is something that a number of community education programs are doing.

By working with local PICs and accessing both vocational education and JTPA funds, community education programs can provide a vital service organizing job training and job development programs for the local community.

Job Upgrading: The Business Development and Training Center

Education that is easily accessible and can keep pace with the rapid rate of change in the workplace is of great benefit to both workers and employers. The Business Development and Training Center (BDTC), located in the Great Valley Corporate Center, is a new approach to job upgrading programs.

Based on the model of Health Maintenance Organizations, the Business Development and Training Center is organized as an "Educational Maintenance Organization"(EMO). The key features of the Center's approach are:

- On-going, on-site provision of a variety of training, counseling, and other services
- Mutual commitment of educators and employers to supporting a multi-faceted human resources program
- A financing structure in which corporate partners prepay for services (Lamdin and Hassan, 1986;40).

Employers participate in the planning and development of programs in which their employees can participate in for a minimal charge. Employees can also participate in degree programs to better their future job opportunities. Programs focus on new technologies as well as on issues such as stress management. The Center further provides special interest programs to connect employees and employers with others who share their special concerns. The Center additionally links businesses and corporate entities with resources, research, and data from the colleges and universities in the area.

For more information contact:

The Business and Development Training Center
CLEO
37 South 16th Street
Philadelphia, PA 19102
(215) 864-0775

The Possibilities for Community Education

The BDTC demonstrates the potential in business/educational partnerships for providing job skill upgrading. Partners must be willing to share their expertise and resources with each other and to plan cooperatively to make an EMO type of organization work for both employees and employers.

Many communities lack the sufficient industrial/business base to support a BDTC in and of itself. However, community education programs working closely with business, industry, and labor can become an "educational maintenance organization" and provide many of the needed training and education experiences on-site.

Workplace Literacy 1: English Language Training for the Workplace

Many workers lack basic language, math, communication, problem solving, and information management skills. Some have learned English as a second language. Others have not completed high school, while others are functionally illiterate despite a diploma. Regardless of the reason, nearly all workers must cope with the need for increasingly sophisticated levels of literacy in the workplace. Indeed, many companies which in the past had hired workers for assembly line work irrespective of basic skills, no longer accept applicants who cannot past a test to measure basic skills and problem solving abilities.

The English-Language Training for the Workplace program is offered onsite at Honeywell, Inc. and was developed in cooperation with Arizona State University. One of the unique aspects of the program is the utilization of a model for investigating the nature of language within a company and using that information to design a training program for limited English speakers. Course modules have been designed around common workplace communications such as: training, handling routine problems, breaks, and meetings. Materials are structured around a number of key language use functions with specific language skills such as grammar embedded within the class activities.

This approach to teaching language skills avoids the drill and practice that is often meaningless to adults. It guarantees that course-work will be relevant by using the workplace to support a focus on authentic purposes for communication in familiar workplace events (Skinner, Siefer, and Shover, 1986;19).

For more information contact:

English-Language Training for the Workplace
Arizona State University
Tempe, AZ

The Possibilities for Community Education

By working with industry to meet literacy needs on the job, community education programs can expand their program and access resources from the private sector.

Workplace Literacy 2: Technical Education and Career Planning for the Lives of Adults and Youth. (TECPLAY)

The TECPLAY Project capitalized on the interest among both youth and adults in computers and computerized games to engage them in an educational program designed to improve their literacy skills, teach them about new technologies, and provide them with life/work planning skills including job search and job preparation. The goals of the project are to:

- Improve access to and use of skills and career development resources by minority disadvantaged youth
- Increase collaboration between education, employment, and community organizations to open career development opportunities for young adults
- Improve coordination of educational and social services and make more timely matches of services to individual needs
- Explore the uses of computer learning games to enhance program goals and strengthen enrollments, retention, and participant performance

According to Project Director, Ann Baker, "the essential features of Project TECPLAY are: (1) the operation of a neighborhood-based learning center staffed by qualified counselors and facilitators and providing a mix of computer-assisted learning and career planning; (2) the involvement of employers in a wide range of activities supporting the center's development program; (3) the involvement of community social services and neighborhood leadership to sustain participation." (quoted in Charner and Rolzinski, 1986)

For more information contact:

Project TECPLAY
National Institute for Work and Learning
1200 18th Street, NW #316
Washington, D.C
(202) 887-6800

The Possibilities for Community Education

Many community education programs offer courses on computers. By working with local industries, colleges, and departments of employment, some of these classes can be refocused to improve literacy skills and provide job training. Community education programs with their neighborhood school location are in an ideal situation to develop neighborhood learning centers.

Coping with Change 1: Northwest Area Schools Multi-District Cooperative Single Parent/Homemaker Project*

The farm crisis has forced many women to return to work. The Single Parent/Homemaker project was designed to offer job seeking/job keeping skills to these women.

The Single Parent/Homemaker Project is a 60 hour workshop designed to give job seeking/job keeping skills to women who need to return to the work force. The curriculum is designed to provide instruction in the areas of skills assessment, career exploration, financial aid availability, interviewing skills, and resume writing.

The Northwest Area Schools Multi-District Cooperative includes nine school districts. One teacher is available to offer the workshop in each of the nine districts. Resource materials from the Extension Service, Job Service and Career Learning Centers are available. Advertising for the program is done through the media, posters, and word of mouth.

As the project director states, "it has been difficult to help people realize that the program is not a welfare program, but rather offers a valuable service. This is especially important in reaching those displaced by the farm crisis, since many of these people are extremely uncomfortable with any reference to welfare. Enrollment has grown slowly but steadily as personal recommendations from past students encourage others to seek out our service."

In 1985 and 1986 a total of ninety women were served. Participants often call back to report their job search successes, which include: clerks, cooks, green house worker, packager for manufacturing firm, motel manager and resident manager supervisor for a center for the handicapped.

Another measure of the program's success is the extent to which participants return to school. Participants have entered vocational schools to become a barber, chef, lab technician, and secretary. One returned to college to finish a degree in elementary education.

For more information contact:

Northwest Area Schools
HCR 78, Box 7B
Lemmon, SD 57638
(605) 374-3811

The Possibilities for Community Education

Community education programs could develop multi-district programs, thereby drawing on the resources of several communities.

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* This project summary is from Education's Response to the Rural Crisis: Model Programs in the Midwest and has been reproduced with the permission of the author. The publication is itself an excellent guide to educational projects aimed at alleviating the farm crisis.

Coping with Change 2.: The Turning Point Project

Structural changes in the economy and society have led to increased numbers of women re-entering the workplace. Numerous programs have evolved to serve these women. To be successful these programs must be prepared to: give personal and crisis counseling, provide effective referral, engage participants in activities that increase self esteem, and develop means to ease their entry into the workplace or educational setting.

The Turning Point Project operated by the Phoenix Institute in Salt Lake City has several such goals. The program has been developed to prepare single parents educationally and psychologically to become economically self-sufficient. It is also designed to address the increasing feminization of poverty by addressing institutional as well as individual barriers to success.

Like many other programs targeted to displaced homemakers and dislocated workers, the project includes counseling and referral for participants. It also incorporates the training of additional trainers to provide educational programs on assertive communications, job skills, basic skills, career planning and business development.

For more information contact:

Turning Point
Phoenix Institute
1800 SW Temple, #211
Salt Lake City, UT 84115
(801) 484-2882

The Possibilities for Community Education

By working with existing services and involving displaced homemakers programs, community education programs can offer integrated programs for individuals re-entering the job market or seeking educational opportunities that include counseling, referral, testing, skill training, and continuing education.

Professional Development: Ruralnet

Professional development programs traditionally have been oriented to professionals located in large industrial settings or institutions. Western Montana College's Ruralnet was developed to create a peer network among teachers in isolated communities, including access to computer software and a loan library, and to connect these communities with the resources at WMC. In addition, the project is using the system to offer a class on microcomputers and community development. This project is training people to train others to use the system.

For more information contact:

Western Montana's Ruralnet Program
Western Montana College
Box 11
Dillon, MT
(406) 683-7338

The Possibilities for Community Education

Programs to enhance the professional development of those already employed are most successful when the education they provide takes place within a community of learners, is relevant to the professional's world of work, and helps people see the broader picture. By using new technologies, community education programs can connect their resources to other people or programs increasing the benefit for all.

Education in New Technologies 1: READI: Computer Literacy for Rural Adults

The introduction of new technologies, particularly computers and robotics, means job losses in the thousands. Not only will fewer jobs be created to replace those that are lost, but the new jobs will be qualitatively different requiring more advanced communication, math, and technical skills. The increased need for computer literacy is not, however, solely a need of the workplace. Computers have touched all aspects of our lives. Parenting, home management, consuming, farming, etc., all require some knowledge of computers.

The READI Project was developed to provide rural adults who live some distance from formal higher education with an opportunity to learn how to use computers. The project increases people's computer skills through short courses taught by trained community instructors. The curriculum emphasizes teaching people to use the computer as a problem solving tool. A number of students have been able to use their new skills to re-enter the job market, advance in their existing job situation, or obtain a better one while additionally improving their parenting and home management skills.

For more information contact:

READI: Computer Literacy for Rural Adults
Lewis Clark State College
Box 342
Orofino, ID 83544
(208) 476-5371

The Possibilities for Community Education

Classes that focus on the computer as a tool for decision making, help participants develop problem solving skills -- skills that are becoming more important in today's job market.

Education in New Technologies 2: Educational Bridges to Options in High-Technology Employment

A critical factor impacting employment in high tech industries is the rapid rate of change. The fact that information and technical data change so quickly makes it difficult for some people to re-enter the job market or change from one sector to another. The Educational Bridges to Options in High-Technology Employment was designed to address this problem. San Diego State University in cooperation with an advisory board from business and industry offers re-training courses to graduates in the sciences to acquaint them with recent developments in their field making them more employable.

For more information contact:

Educational Bridges to Options in High Technology Employment
College of Sciences
San Diego State University
San Diego, CA
(619) 265-5350

The Possibilities for Community Education

Many people require updating in their profession because of the increasing rapidity of technological change. Community education programs that serve communities of professionals can work with higher education and industry to make these retraining experiences available through local schools.

Comprehensive Programs Addressing the Needs of Individuals: Experienced Worker Retraining Program

The Experienced Worker Retraining Program of St. Louis Community College at Forest Park provides a number of services to workers who have experienced long term lay-offs, and who are interested in increasing their career opportunities. The program receives funding from a variety of federal, state, local and private sources. Participants and their spouses can receive help with career counseling, basic skills development, retraining in new fields, or they can pursue additional educational goals. The program works closely with other educational programs, private industry, and the community.

For more information contact:

Experiences Worker Retraining Program
St. Louis Community College at Forest Park
5600 Oakland
St. Louis, CA 63110
(314) 644-9142

The Possibilities for Community Education

Community education programs can broker resources for retraining in communities where there are no institutions of higher education or where no institution wants to play such a role.

Productivity: Worker Education for the 80's: Boston College

This project in Massachusetts works with ten Union locals in declining industries to assist labor in the development of new educational strategies.

Assistance involves three phases. The first focuses on research into the structural sources of the industry's decline, including foreign competition, new technologies, and problems in the level of productivity. In the next phase, educators work with local union leaders to formulate new training models to counteract "de-skilling" and to increase global viability. In the third phase these training models are put in place, and industrial forums are organized to show industry and labor how educational programs can preserve or create jobs within the industries.

For more information contact:

Worker Education for the 1980's
Department of Sociology
Boston College
Chestnut Hill, MA 02167

The Possibilities for Community Education

By working with local union and industry representatives, community education programs can provide training to enhance both the employability of local workers and the competitiveness of local industry.

A Closing Thought for Community Education On Increasing Individual Opportunities

Job training, literacy programs, and continuing professional education are areas of rapid growth within the educational industry. Community education practitioners, with their finger on the pulse of the community, are in an ideal position to work with other organizations to provide these services for local residents -- thereby increasing educational opportunity, enhancing productivity, and expanding employment.

Critical to the success of the model programs described above is attention to the literacy issues underlying all training and professional education, learner-centered educational activities, and cooperative efforts.

Programs to Promote Entrepreneurship and Business Development

Entrepreneurship is on the rise. Self employment is becoming a significant source of new employment opportunities. Reversing a century long decline, self employment is now expanding and is expected to double by the year 2000 from its low of 7% in 1970. This trend has been spurred by the number of people faced with long term lay-offs and by people caught under the "glass ceiling" or experiencing "generational crowding" preventing further advancement in their field. The vast majority of new enterprises are, or at least start as, small businesses. The following model programs focus on supporting entrepreneurial efforts and business formation.

Small Business Development 1: Home Based Business Support Network

Many new small businesses are home-based businesses. Unlimited Options of Spokane, Washington (itself a small business) provides seminars and workshops for home-based entrepreneurs. The educational offerings focus on a wide range of topics intended to build business skills among home based-business operators.

A major focus of Unlimited Options is the facilitation of local networking among home-based businesses to help them expand their educational and business opportunities. They have helped establish a state-wide network which provides business development assistance as well as an exchange for information on marketing and other topics (Emery, 1987).

The program also works to demonstrate the values of encouraging entrepreneurship as an economic development strategy. Unlimited Options has worked with colleges, and other agencies, to develop support programs targeted to entrepreneurs and home-based business.

For more information contact:

Unlimited Options
W. 3013 Princeton
Spokane, WA 99205
(509) 326-5427

The Possibilities for Community Education

Community education programs can be of assistance to small business and home based business by sponsoring seminars by the Small Business Administration or Small Business Development Centers. They can also facilitate and work with home-based business networks and help them plan their own continuing education program.

Small Business Support 2: Educating Small Business on the International Market Place

A factor in business success today is the ability to cope with the international market. It is estimated that by the year 2000, one third of all goods and services will be consumed outside the country of origin (Charner and Rolzinski, 1986;8).

The International Trade Technical Center at Waukesha County Technical Institute in Pewaaukee, Wisconsin presents workshops on the conducting of international trade. The "Developing an Export Program" is targeted toward owners of small and medium sized firms who must learn to extend their markets. Additional workshops are conducted for food distributors and agribusinesses needing to diversify their products or attract new markets (Moebius, 1986;69-70). The Center also offers training on all aspects of international marketing for managerial employees.

For more information contact:

Educating Small Business for the International Marketplace
The International Trade Technical Center
Waukesha County Technical Institute
Pewaukee, WI

The Possibilities for Community Education

Marketing programs are an important resource for small business, farm, and ranch operations. Linking local people to the resources of the Small Business Administration, SCORE, and the small business development centers can be an important economic development strategy. Community education programs can act as a catalyst to make marketing and exporting expertise available to local businesses.

Small Business Incubators 1: The Butte Silver Bow Business Development Center

Statistics on the role of small business in creating jobs and supporting the community tax base have encouraged many to pursue economic development strategies which focus on this sector of the economy. However, estimates of small business failure are as high as eighty percent.

Small business incubators have developed to assist small businesses in beating these odds. Many are multifaceted, while others target specific types of businesses. Some have grown out of programs for displaced homemakers, because women starting new businesses now out number men five to one.

The immediate goal of most incubators is to lower the small business failure rate. As part of a long term economic development strategy, incubators are tools to create jobs while adding diversity to the local economy (see Walsh, 1987). The operation of most incubators include the subsidization of rental space, access to a pool of support services such as telephone coverage, and the provision of technical assistance to increase the likelihood of a new business' success. Participants in incubators receive counseling to help them with their business plans, marketing and merchandising techniques, financing, and employee relations. Generally, incubators are developed by non-profit economic development corporations with grants or loans from private foundations and government programs. (For a further discussion of incubators, see Campbell, 1984)

The Butte Silver Bow Development Center in Butte, Montana was developed to assist with economic revitalization after the closing of a copper mine devastated the local economy. The goals of the Center are to create 100 new jobs and to educate and train local entrepreneurs to operate a successful business. The Center receives a majority of its funding for the incubator from the Economic Development Administration with additional funds from the Urban Revitalization Agency and local government. Other partners in the venture include the Montana College of Mineral Science and Technology, the Montana Power Company, Montana State Energy, Inc., National Center for Appropriate Technology, and the Montana Energy Research and Development Institute, and the Butte Local Development Corporation. In the first seven months of operating, the Center has created thirty plus jobs.

For more information contact:

Butte Silver Bow Business Development Center
305 W. Mercury
Butte, MT 59701
(406) 723-4061

The Possibilities for Community Education

Many school systems have unoccupied buildings which would be an ideal location for a small business incubator. Utilizing funding from a variety of sources, schools can develop incubators that encourage the development of new businesses and create jobs. Two very good resources for those considering small business incubators are the:

- Community Resource Guide and Assessment Tool for Small Business Incubators, available through:
  Department of Community Development
  Community Revitalization Team
  Ninth and Columbia Bldg., GH-51
  Olympia, WA 98504-4151

- Small Business Incubator Resource Kit, available through:
  Office of Private Sector Initiatives
  U.S. Small Business Administration
  1441 L Street, NW, Room 720A
  Washington, D.C. 20036

Small Business Incubators 2: Incubator Without Walls Training Program

Working with home based businesses in rural areas, Women's Opportunity and Resource Development, Inc. has created an Incubator Without Walls Program. Reviewing the data on incubators, the organization found that most of their success was tied to the network of support created through participation in the incubator and by access to technical assistance. Packaging the networking and the technical assistance together through formal and informal group meetings allows entrepreneurs from different communities to help each other succeed.

The project's short range goal is to create jobs by helping people with their own business. The long range goals are to promote economic self sufficiency for women and to foster an understanding that economic development is an equity issue.

The project works closely with the state's Small Business Development Center, local community colleges, and the Montana Displaced Homemakers Network and is funded with Carl Perkins Vocational Education Funds, private foundations' contributions, community fund raising, and fee for services.

For more information contact:

Incubator Without Walls
Entrepreneurial Training Program
Women's Opportunity and Resource Development Inc. (WORD, INC)
315 S. 4th, E.
Missoula, MT 59801
(406) 728-3041

The Possibilities for Community Education

Community education programs can facilitate services for embryonic businesses by facilitating regular meetings and brokering access to technical assistance.

School-Based Enterprises: Rural Education Through Action Learning

School-based enterprise development is the most familiar opportunity known to community educators for their participation in local economic development activity. Developed and championed by Paul DeLargy, the school-based enterprise movement has gained national recognition. DeLargy has written and spoken extensively on this approach, and in partnership with the Georgia state small business development network has initiated the REAL Enterprises program.

As outlined by DeLargy (1988):

> REAL (Rural Education through Action Learning) Enterprises are school-based development enterprises for rural students. It is an education program for the community in which local schools cooperate with community educators to teach students to research, plan, set-up, operate, and own economically viable, long-term small businesses.
>
> The primary goals of REAL Enterprises are as follows:

A. Institutional goals	to help rural schools become effective small business incubators.
B. Educational goals	to help students and teachers develop understanding of, interest in, and competence around entrepreneurship and small business management/ownership.
C. Economic goals	to help create good new local jobs through identifying and utilizing untapped opportunities in the local economy.
D. Individual goals	to help foster a sense of empowerment and heighten the capacity to be successful productive community member....

> School-based REAL Enterprises, which are open and accessible to all students, establish REAL businesses and involve programs with educational integrity. The school serves as an incubator from which students, as owner/operators, fill gaps in the local economy. REAL Enterprises are integrated into school curriculum, tailoring programs businesses, and education to the needs of the local economy.

For more information contact:

School-based Enterprises
REAL Enterprises
Chicopee Complex
1180 East Broad Street
Athens, GA 30602
(404) 542-6806

The Possibilities for Community Education

The School-based enterprise strategy has been developed within the context of community education. It may, therefore, be the easiest for local programs to justify and implement.

The role of schools, and the place of community education, in enterprise development has also been investigated and pursued by the national center in the United Kingdom. For more information on their efforts, contact:

Community Education Development Centre
Briton Road, Coventry CV2 4LF
Telephone: Coventry (0203) 440814

Social Service Incubators: Spokane Non-Profit Center

The Spokane Non-Profit Center is a different approach to incubators. Working in conjunction with area agencies and community colleges, the Center has been developed to provide incubator services to non-profits. The non profits benefit from the low rent and access to support services, and training. Services include computerized mailing lists, health insurance, long distance telephone service, and a printing and supplies cooperative. Workshops and counseling are geared to the needs of the non-profit sector including such topics as computer skills for nonprofits, communications, employee motivation, and organizational development strategies.

For more information contact:
Spokane Nonprofit Center
E. 525 Mission
Spokane, WA 99202
(509) 484-6733

The Possibilities for Community Education

Many schools work in partnership with non-profits oriented to serving youth as well as other segments of the community. Utilizing empty rooms and providing educational services for these agencies as they grow and develop can help assure needed services for the community.

Entrepreneurial Training 1: Entrepreneurial Training Program

In addition to developing an incubator without walls, Women's Opportunity and Resource Development, Inc., also provides training for entrepreneurs. Those who participate in the entrepreneurship training program work through all the steps necessary to start a business. They develop a business plan, create a marketing strategy, and work through the problems of capitalization.

Prospective small business owners are initially invited to an entrepreneurship orientation program. This all day workshop is aimed at helping people assess their skills, interests, and business ideas. Participants from this session who wish to go forward with their business idea are then referred to the Small Business Development Center, encouraged to continue developing their entrepreneurship skills in class, and/or invited to participate in a support network.

Initial data on the project is very positive with a number of participants actually developing new businesses and creating new jobs. Participation in support networks is also strong.

For more information contact:

Entrepreneurial Training Program
Women's Opportunity and Resource Development Inc., (WORD. INC)
315 S. 4th, E.
Missoula, MT 59801
(406) 728-3041

The Possibilities for Community Education

By utilizing vocational and JTPA funds and the services of small business development centers, community education programs can provide training for people who are considering expanding a hobby or craft into a business or who want to launch a small business.

Entrepreneurial Training 2: Entrepreneur Program

The economic distressed condition of central Washington state has led to efforts to create jobs through the active support of strategies to develop owner operated small businesses. Yakima Valley Community College now offers a three quarter certificate program for entrepreneurs. Each quarter participants take a five credit course taught at night. Funding is provided through vocational education sources. The program works in cooperation with community businesses.

For more information contact:

Entrepreneur Program
Yakima Valley Community College
PO Box 1647
Yakima, WA 98907
(509) 575-2968

The Possibilities for Community Education

Community education programs can play a critical role in economic development strategies by providing support for small business development through entrepreneurial training, support groups, and technical assistance.

A Closing Thought for Community Education on Promoting Small Business Development

Entrepreneurship training and small business assistance are relatively new fields to many community educators. These new endeavors, however, are growing as the number of small businesses increase and as support for small business is recognized as an important economic development strategy.

In many cases the resources to help small businesses exist, but are not readily available. By brokering programs through small business development centers and the Small Business Administration, community eduction programs can help make assistance available to those who need it.

Programs For Improving the Local Economy

Education's involvement in offering programs targeted to assisting local economic growth is relatively new. These programs cover a range of activities. They include efforts to help communities learn about forces that affect the local economy, the provision of leadership training, and/or assistance in the maintenance and creation of jobs.

Other communities have simply experienced a slow long-term deterioration in their economic base. In the first case, most community economic development programs have focused on quick response to the crisis. In the second, the programs tend to focus on long-term diversification and sometimes parallel leadership development. Model programs reviewed in this section run this gamut.

Responses to Distressed Communities 1: Pre-Layoff Intervention

Since 1981, many communities in the rust belt, those tied to natural resource extraction economies, or dependent on manufacturing which has moved overseas, have had to cope with major plant closures. In response, programs are very often quickly instituted to help displaced workers. Program developers, however, have come to observe what is called the "creaming effect." Many programs cream off those workers which are highly motivated, have good basic skills, and effective problem solving abilities. The result is that other workers, particularly those with poor basic skills or those who have worked in the same factory position for 20 years or more, are often left behind. Concern for the impact of long term unemployment on the person, their families, and communities has prompted many program developers to look at new strategies for working with plant closures and long term unemployment.

The Pre-Lay-Off Intervention Program was designed to increase the success of retraining programs and their placement rates. By beginning to work with employees prior to being laid off, staff are able to help them develop a plan for finding a new job and to learn strategies for coping with unemployment before they are set adrift. On-site workshops bring home to workers in a forceful manner the inevitability of their forthcoming lay-off. Through this approach, the program is able to limit the number of workers who become caught in the trap of unemployment without motivation or hope.

This program targets the entire community. The pre-lay-off intervention program stresses planning that involves all segments of the community, and sessions for workers and family members. Workshops on coping with unemployment, the job search, and family communication are all part of the program. Workers learn what to expect before they are laid off and thus are better able to handle the stress and to follow through on plans.

For more information contact:

Pre-Lay-off Intervention Programs: Employment Transition Program
Institute of Science and Technology
University of Michigan, Ann Arbor
Ann Arbor, MI 48109
(313) 763-3645

The Possibilities for Community Education

Community Education programs in communities where a plant closure or a major long-term lay-off is planned can provide an essential service to the community by facilitating a pre-lay-off intervention program for workers.

Responses to Distressed Communities 2: Response to the Potlatch Closure

In 1985, Lewiston, Idaho was threatened by a major mill closure. In response to the impending lay-off, Lewis Clark State College, developed a program to assist people seeking career changes. The goals of the program were to:

- provide programs to prepare adults for career change,
- provide training in study skills necessary to succeed in college,
- provide refresher courses in mathematics,
- provide review courses in written and spoken English,
- develop programs to teach basic computer skills.

The program successfully bridged the re-entry gap for many adults. For many of the participants it was their first experience with college.

For more information contact:

Potlatch Closure Educational Response
Lewis Clark State College
8th Avenue and 6th Street
Lewiston, ID 83501
(208) 799-2460

The Possibilities of Community Education

By developing programs for people who have been laid off, or who are about to be laid off, community education programs can help workers make the transition to new jobs or educational opportunities. Community education programs can also work with employment departments to promote job clubs and other ongoing activities for unemployed workers.

Responses to Distressed Communities 3: Farm Credit Mediation *

The Farmer-Lender Mediation Project in Minnesota was developed by the Minnesota Cooperative Extension Service. County Extension staff administers the program and recruits, trains, and supervises volunteers who act as mediators between the farmer and the lenders. The project operates an 800 hot line to provide callers with information on the program. Extension staff also assists in the development of a financial analysis of the farm operation. The project has developed numerous materials for distribution including a 30 minute video, Preparing for Mediation - the Farmer's Perspective as well as booklets and training manuals.

Preliminary evaluation results indicate that the program helps farmers develop decision making skills, assists in peaceful change in rural communities, trains volunteers for future leadership roles, and assists in settlement agreements.

For more information contact:

Farmer-Lender Mediation in Minnesota
Minnesota Extension Service, Univ. of Minnesota
405 Coffey Hall
St. Paul, MN 55108
(612) 625-9721

The Possibilities for Community Education

Community education programs in distressed farm communities can work with other partners to offer training for volunteers, so they can provide services and counseling to distressed farm families.

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* (This program has also been reviewed in Education's Response to Rural Crisis: [Spears 1987] cited earlier)

Community Economic Development 1: The Rocky Mountain Institute Economic Renewal Project

Piloted in Carbondale, Colorado, the Economic Renewal Project is designed to provide communities with the skills, tools, and information they need to strengthen their economy and work towards their vision of a better place to live. "Hope and vision are developed through the Project's grassroots process of focused community meetings, presentations by the RMI staff, and the Economic Renewal Workbook. Using these materials residents develop specific programs to meet their needs. The step-by-step process reduces seemingly overwhelming economic problems to manageable tasks." (RMI, 1987;1)

The Economic Renewal Project is based on success stories from other rural communities. The four objectives around which activities are organized closely parallel Pulver's (1986) thoughts and include:

1. Plug the leaks: The RMI works with communities to identify ways to "stem the needless outflow of money." By keeping more dollars circulating within the local economy, more jobs can be retained and more wealth will remain within the community.

2. Strengthen existing business: The RMI strategy is based on the assumption that the quickest way to "increase jobs and strengthen a town's economy is to encourage existing businesses to run more efficiently and to expand. Many communities, caught up in the dream of high-tech industrial recruitment, overlook local opportunities." (RMI, 1987;6)

3. Encourage new enterprise: Communities can tip the balance toward new business start-ups and away from business failures by encouraging businesses that build on local strengths.

4. Recruit business: By targeting the most promising and appropriate industries, communities can make the best use of time and resources. In addition, "a community which has plugged its leaks won't be desperate for an economic activity, regardless of whether it fits local conditions." (RMI, 1987;7)

For more information contact:

Rocky Mountain Institute Economic Renewal Project
Rocky Mountain Institute
Drawer 248
Old Snowmass, CO 81665
(303)927-3851 or 4178

The Possibilities for Community Education

Linking economic development strategies within an overall community renewal program requires a community focus. Community education programs are in a unique position to facilitate such programs because of their community development orientation.

Community Economic Development 2: Highlander Research and Education Center

The Highlander Research and Education Center has developed the "Economic Education Project." The goals of the project are to help people in rural Appalachian communities understand the changing economy and to be able to plan and implement strategies for community economic development. It includes a curriculum on community development and the economy (Lewis and Gavanta, 1987).

The educational program was developed to focus on the needs of rural Appalachian students, predominantly women, who had been unable to complete their education earlier and wanted to gain certain skills and knowledge to change their own lives and improve their rural communities. Participants have an interest not only in understanding their economy, but also in developing skills to improve economic opportunities for themselves and others in the community.

The course is designed to be a competency based or learner-centered program. The curriculum process involves more than designing materials, equally important to success are the methods of teaching, and classroom organization. The "course design" involves students in participatory research projects to learn more about their community. (Lewis and Gavanta, 1987)

For more information contact:

Community Development and the Economy
Highlander Research and Education Center
New Market, TN 37820
(615) 933-3443

The Possibilities for Community Education

By involving students in the acquisition of knowledge, skills, and attitudes necessary for carrying out their community responsibilities, community education can help build a commitment to community and a sense of self-worth and dignity. Working with other agencies, community education programs can offer excellent economic literacy programs that focus on improving the local economy.

Leadership Training 1: Family Community Leadership

The Family Community Leadership Project funded by the W.K. Kellogg Foundation, began as a joint project among the Cooperative Extension Services of several states. The goal of the program is to create more involvement in public affairs, particularly among women.

The project follows the "train the trainers" approach. It began by training teams of local people in basic communication, public policy, and group process skills. These teams returned to their home communities to plan educational programs, to work on local projects, and to organize forums around local issues.

Family Community Leadership has been successful on several levels. On the local level it has provided communities with resources to confront such problems as land use, environmental concerns, planning and zoning issues, and family violence. Among those trained, many have returned to school to increase their skills, found rewarding jobs outside the home, and become involved in business development strategies.

For more information contact:

FCL, Cooperative Extension
Washington State University
Pullman, WA 99164-6230
(509) 335-2808

or
your State Cooperative Extension Service

The Possibilities for Community Education

Community education programs working with cooperative extension programs, and other agencies can offer leadership training sessions. The context of the leadership training can easily be local economic development.

Leadership Training 2: Countryside Councils

Also a W.K. Kellogg Foundation funded project, the Countryside Councils of Minnesota originated out of Southwest State University. In 1979, the Council incorporated into a non-profit organization. In pursuit of its mission to address the human needs of participation and citizenship, the Council has established the following goals to motivate citizens on issues of concern:

- To develop the initiative and effectiveness of citizens by increasing their knowledge of and participation in matters of public policy
- To promote the honest and efficient performance of governmental functions at all levels
- To encourage local communities and their citizens to develop ways and means of effective local control over important public and private issues
- To encourage the study and dissemination of information regarding rural affairs
- To encourage citizens to organize to effectively articulate their needs and to work together to meet those needs (The Countryside Council: The First Eight Years, 1981, p. 7).

In order to reach its goals, the Council has developed a strategy for increasing participation through citizen task forces which allow interested people "to engage in study, research, and goal clarification, and the formulation of findings, conclusions, and recommendations (Op. cit. page 9). The goals for the task force are:

- To organize the citizens of southwestern Minnesota around four issues annually
- To combine the grass-roots knowledge of rural people with the more specific expertise of the Council's professional research staff to formulate rational and carefully thought out solutions to the region's most pressing problems
- To insure that all Council task force recommendations reflect the needs and aspirations of the people of southwestern Minnesota (Op. cit. p. 9).

The task forces are set up by recruiting at least 50 individuals representing various economic, social, and geographic backgrounds, by insuring all possible perspectives are represented and given a fair hearing, and by actively including members in the process of research, goal clarification, and formulation of recommendations (Op. cit. p. 10).

The Council has made significant contributions to improving private, public, and commodity transportation in the area by working to preserve the family farm, and by providing managerial and small business technical assistance.

For more information contact:

Countryside Councils
Southwest State University
Marshall, MN 56258

The Possibilities for Community Education

Community education programs could utilize the task force model for addressing local economic development.

Technology Transfer: Intermountain Community Learning and Information System

The goal of the Intermountain Community Learning and Information System (ICLIS) project is to demonstrate new methods for providing "educational and informational services and resources to rural Americans through Community Learning and Information Centers located" in public libraries. To overcome the distances that separate rural communities from educational and informational resource centers, ICLIS is supporting the development of an integrated computer network which will provide people access to new sources of information and educational training programs. Among the services being implemented in the Community Learning and Information Centers are:

- Computer-assisted information delivery, providing instant access to a wide range of problem-solving information resources...
- Publicly accessible computers and software programs to provide a wide range of self-help and instructional programs to improve educational opportunities including word processing, spreadsheets, and management programs.
- Learning Center technologies, such as video projection systems, videotape and videodisc, and two-way audio, permit rural learners to take advantage of a number of educational programs and services, ranging from self-directed learning approaches to formal college courses.
- Adult learning and referral services to enable adults to seek self-assessment of desired educational and training goals and to be able to seek further career and guidance counseling.

For more information contact:

Intermountain Community Learning and Information Service
Box 3481
University Station
Laramie, WY 82071

The Possibilities for Community Education

Community Education programs could make computer networks available to community members and local economic development groups by utilizing school computers.

Tourism/Recreation Projects 1: Center for Rural Tourism Development

Tourism is forecasted to continue to expand as more Americans and international visitors look to rural areas for recreation. With this in mind, many rural communities are looking to tourism to help replace jobs lost due to the turn down in the natural resource-based industries.

The Center for Rural Tourism Development at California State University, Chico was developed by the Northern California Higher Education Council to help rural communities in Northern California take a closer look at tourism. The Center works primarily with community groups such as the Chamber of Commerce. Staff provide technical assistance and community consensus building strategies that are targeted primarily to helping communities increase the ability of small businesses to attract new customers through tourism.

For more information contact:

Rural Tourism
Center for Rural Tourism
California State University
Chico, CA 95929-0865
(916) 895-5901

The Possibilities for Community Education

Community education programs can facilitate training and information sessions on tourism as well as facilitate regular meetings of planning and development groups.

Tourism/Recreation Projects 2: The Colorado Rural Recreation Development Project

The Colorado Rural Recreation Development Project represents a partnership of corporate, local, state, and federal entities which provide technical assistance, education, and research on recreation development. The project has five goals:

1. To provide assistance to rural communities in meeting immediate recreational needs and in long-term recreation development.
2. To provide an educational experience to students pursuing a degree in recreation management.
3. To provide significant work experience and career development assistance to community youth eligible for the Job Training Partnership Act.
4. To identify the most effective methods for implementing recreation services in rural communities.
5. To measure the impact of recreation services on the overall satisfaction of community life. (Emery, 1987)

Each participating community receives a student intern who acts as a full time recreation director, organizes a summer program, and coordinates local resources within the community. In addition, two JTPA eligible youths from the community are employed full time as assistants. These youth receive training through the University of Colorado. Additionally, specialists conduct clinics and demonstrations which are intended to expand a community's recreational possibilities.

For more information contact:

Colorado Rural Recreation Development Project
Center for Rural Recreation Development
University of Colorado-Boulder
Boulder, CO 803--

The Possibilities for Community Education

Community education programs work with, or provide, recreational programs. These recreational programs can be opportunities for developing job training programs.

Comprehensive Community Programs: Mountain Women's Exchange: Jellico, Tennessee

The Mountain Women's Exchange, while basically a non-profit educational program, has sponsored a number of activities. The Exchange offers adults basic education courses, works with displaced homemakers, and brokers continuing education programs into a community with no higher education resources.

As part of the displaced homemaker program, the Exchange has sponsored the development of a crafts guild, a daycare center that provides on the job training, a program to develop housing units while providing carpentry training, and an economic development project funded in part by Levi Straus Company to grow and market herbs and dried flowers.

Participants develop ownership in the project by helping with decisions, teaching others, and taking responsibility for project activities. The Exchange continues to develop projects to respond to new needs and concerns among community people.

For more information contact:

Mountain Women's Exchange
PO Box 204
Jellico, TN 37762

The Possibilities for Community Education

The Mountain Women's Exchange is an example of how a community education program can diversify from adult basic education, continuing education, and enrichment courses into business development, economic development strategies, and job training. The Mountain Women's Exchange works with the same students as they made their way from GED programs to the job market.

A Closing Thought for Community Education on Improving Local Economics

Programs that focus on education for local economic development present new challenges to educational institutions in working off-campus with non-traditional students; challenges which many community education programs have met and surpassed in other contexts. Involvement of community education programs in local economic development can be an effective strategy for linking community people to resources, providing quality hands-on education, and developing leadership potential while helping save jobs, creating others, diversifying the local economy, and encouraging entrepreneurship.

It is important that leadership and group development go hand in hand with local economic development. Each of the model projects recognize the need for leadership development. In some projects this is the main focus with spill over into economic development activities, while in others economic development activity is the primary goal.

SUMMARY

It is clear that work, now, and in the future, is inexorably tied to education. Not only will Americans change careers on an average of seven times, the number of career changes will increase in the future. Communities, businesses, and individuals must continue to learn and develop new skills to live and work effectively in a highly competitive and rapidly changing world.

Education itself is undergoing change in response to these new pressures. In "A Nation at Risk", the National Commission on Excellence in Education asserted that "educational reform should focus on the goals of creating a Learning Society...that affords all members the opportunity to stretch their minds to full capacity, from early childhood through adult hood, learning more as the work itself changes." (1983; pp.13-14) This assertion requires educators first, to be closely connected with the community they service in order to understand and address the needs of the learning society, and second, to engage in new activities with new partners.

One result of these trends is an increase in educational programs and projects which explicitly address economic concerns. Education for economic development includes a wide range of programs. Many focus on creating opportunity for individual workers through job training, literacy programs, continuing professional education and life/work planning. Educational programs have also become more involved in programs to enhance small business and to promote entrepreneurship. Lastly, education is becoming a valuable resource for communities attempting economic growth and revitalization.

The new emphasis on economic development programs and projects has not been without difficulty. A number of projects, particularly retraining and community development strategies have been less than successful. An analysis of the successful programs makes it possible to develop a list of criteria for success. These criteria include:

1. Empowerment: projects which seek to go beyond the giving of new information or the teaching of new skills to help participants discover the learning process for themselves, enhance decision making, learn new problem solving skills, and develop literacy skills in reading, writing, and critical thinking do more than provide a bandaid for economic problems. They plant the seeds for individuals and communities to direct their own destinies during periods of rapid change.

2. Collaborative efforts: the majority of educational institutions are ill-equipped in and of themselves to deal with economic problems. Nonetheless they offer crucial resources and incentive to providing strategies for economic change on both the individual and the community level. Collaborative efforts bring divergent resources from a number of agencies, groups, and institutions together to complete programs.

3. Broad conception: programs which situate activities in the context of life/work for individuals, or the community context, are more successful than those which target only pieces of the problem. Thus re-training programs that include life/work planning and job hunting strategies along with new skill development are more beneficial to their clients. (Emery, 1987)

The Possibilities for Community Education

According to William F. Pierce, Executive Director of the Council of Chief State School Officers:

> In my judgement, community education is one of the most practical approaches that can be taken to meet the changing needs of education for the twenty-first century. Beyond that, it is a practical way for a community to respond to its own changing needs.
>
> Communities are fluid and changing. Unfortunately, educators have often appeared to be unaware of or unconcerned about community change. Many educators did not adequately consider or plan for the need for a technologically literate work force, for example, too often we have had to play catch up because we have not tracked the pulse of the community. (Forward to the Learning Community, 1982; p.i)

Because community educators often do have their finger on the pulse of the community, they can become a critical resource in education for economic development. They can broker services from other agencies such as small business development centers. They can facilitate community responses to economic change by supporting the development of home-based business networks. They can also participate with local and regional economic development agencies to create avenues of community input into planning activities.

As the research data in this report indicates, many community educators have initiated activities supportive of local economic development. For example, school-based enterprises take a proactive role in providing realistic and relevant job training while also creating effective economic development. For many community educators, however, the step from traditional courses and activities to economic development is a difficult one to take.

Community educators who want to expand their activities into community and economic development face at least three challenges. They must first learn some new concepts and jargon. Secondly, if they have not already begun developing school/business partnerships, they must begin operating in new political and professional spheres. Thirdly, they must explore the development of new clients, new locations for programs, and new partners.

We hope that this report will be helpful in meeting the first challenge. To help in the second, a checklist of questions for community educators wanting to become more involved in local economic development is found in Appendix B. A place to start in meeting the third challenge is an understanding of state agency resources and potential partners. Appendix C is a listing of state economic development agencies, small business development centers, and state offices for the Cooperative Extension system.

The community education professional is likely to be already quite skilled at brokering programs from other agencies and institutions, at facilitating community programs, and at initiating new projects and programs. Applying these skills to economic development will require some new thinking and risk taking, but both the need and the demand are apparent.

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APPENDIX A:

Survey Instrument
and
Numeric Survey Results

Community Education Involvement in Economic Development Programs

1. First, how involved would you say that your community education program is in economic development activities? (Circle the number of your response.)

    1. VERY INVOLVED
    2. SOMEWHAT INVOLVED
    3. A LITTLE INVOLVED
    4. NOT AT ALL INVOLVED

2. Approximately what percent of your community education program activities are devoted to economic development activities?

    1. ZERO %
    2. 1 TO 20 %
    3. 21 TO 40 %
    4. 41 TO 60 %
    5. 61 TO 80 %
    6. 81 TO 100 %

3. To what extent would you prefer to have your community education program be more or less involved in economic development activities than it is at the present time? Would you prefer it to be much more involved, somewhat more involved, about the same involvement, somewhat less involved, or much less involved?

    1. MUCH MORE INVOLVED
    2. SOMEWHAT MORE INVOLVED
    3. STAY ABOUT THE SAME
    4. SOMEWHAT LESS INVOLVED
    5. MUCH LESS INVOLVED

4. Please tell us to what extent each of the following economic conditions is a problem in your local community: (Circle one answer for each topic.)

	DEFINITE PROBLEM	SLIGHT PROBLEM	NOT A PROBLEM	DON'T KNOW
A. Coping with economic growth. . . .	3	2	1	0
B. Declining economic base.	3	2	1	0
C. Lack of trained workers.	3	2	1	0
D. Dwindling business community . . .	3	2	1	0
E. Plant closures	3	2	1	0
F. Lack of job opportunities.	3	2	1	0
G. Farm closures.	3	2	1	0
H. Poor investment climate.	3	2	1	0

5. Listed below are several community education activities. Please tell us whether each of these activities is offered by your program, and with which agency(ies) or organization(s) you collaborate to offer these activities:

	Offered		Collaborating Agencies
	YES	NO	
A. Job training	1	2	________________
B. Job retraining	1	2	________________
C. Job upgrading	1	2	________________
D. Small business development	1	2	________________
E. Small business incubators	1	2	________________
F. Home-based business classes	1	2	________________
G. Marketing for business or farm	1	2	________________
H. Vocational education	1	2	________________
I. Information on new technologies	1	2	________________
J. Assistance to unemployed workers	1	2	________________
K. Assistance to farm families	1	2	________________
L. Assistance to unemployed youth	1	2	________________
M. Main street programs	1	2	________________
N. Community development programs	1	2	________________
O. School based enterprises	1	2	________________
P. Management training	1	2	________________
Q. Professional development	1	2	________________
R. Basic skills training	1	2	________________
S. Career counseling	1	2	________________
T. Leadership training	1	2	________________
U. Tourism promotion	1	2	________________
V. Recreational activities promotion	1	2	________________
W. Economic literacy	1	2	________________
X. Other ________________	1	2	________________
________________			________________

6. Are you aware of any other exemplary and/or innovative community education programs in your state, that are involved in local economic development activities? If so, please tell us the name of the program, and the name and telephone number of a contact person, if known.

PROGRAM NAME	CONTACT PERSON	TELEPHONE

7. How interested would you be in receiving more training in establishing economic development projects?

   1. VERY INTERESTED
   2. SOMEWHAT INTERESTED
   3. SOMEWHAT UNINTERESTED
   4. VERY UNINTERESTED

8. If you are interested in training in economic development projects, in what topics are you most interested?

If there is anything else that you want to tell us about economic development activities, or about training for economic development, please tell us below:

If you have any written information that describes the economic development activities of your community education program, please send us a copy along with your completed questionnaire. Thanks!

Responses to Questionnaire:

1. How involved is your community education program in economic development activities?

	number	percent	
Responses	126	8.9	Very Involved
	371	26.1	Somewhat Involved
	549	38.5	A Little Involved
	377	26.5	Not at All Involved

2. What percent of your community education program activities are devoted to economic development activities?

	number	percent	
Responses	374	26.3	Zero
	762	53.5	1 to 20%
	168	11.8	21 to 40%
	74	5.2	41 to 60%
	31	2.2	61 to 80%
	14	1.0	81 to 100%

3. To what extent would you prefer to have your community education program be more or less involved in economic development activities than it is at the present time?

	number	percent	
Responses	309	21.8	Much More Involved
	757	53.3	Somewhat More Involved
	342	24.1	Stay About the Same
	9	0.6	Somewhat Less Involved
	2	0.1	Much Less Involved

4. To what extent is each of the following economic conditions a problem in your local community?

		Definite Problem		Slight Problem		Not a Problem		Don't Know	
		no.	%	no.	%	no.	%	no.	%
A.	Coping	307	22.7	362	26.7	637	47.0	50	3.7
B.	Decline	589	42.7	366	26.5	381	27.6	45	3.3
C.	Lack	314	22.8	572	41.5	431	31.3	61	4.4
D.	Dwind	516	37.2	385	27.8	460	33.2	26	1.9
E.	Plant	372	27.1	385	28.0	582	42.4	34	2.5
F.	Lack job	747	53.3	400	28.6	233	16.6	21	1.5
G.	Farm	354	25.8	426	31.0	499	36.4	93	6.8
H.	Poor	367	26.7	427	31.1	393	28.6	186	13.5

5. Tell whether each of these activities is offered by your program.

ACTIVITIES	OFFERED		NOT OFFERED	
	no.	%	no.	%
A. Job training	824	62.0	493	37.4
B. Job retraining	670	52.3	610	47.7
C. Job upgrading	746	58.1	539	41.9
D. Small business development	472	37.4	790	62.6
E. Business incubators	92	7.6	1111	92.4
F. Home business	396	31.8	849	68.2
G. Market bus/farm	325	26.5	902	73.5
H. Vocational education	1001	75.3	328	24.7
I. Info. on new technology	552	44.5	688	55.5
J. Aid unemployed	523	41.4	739	58.6
K. Aid farm families	216	17.6	1011	82.4
L. Aid unemploy youth	592	46.6	678	53.4
M. Main Street	138	11.5	1064	88.5
N. Community development	463	37.4	774	62.6
O. School enterprises	349	28.5	877	71.5
P. Management training	400	31.9	854	68.1
Q. Professional development	600	47.8	654	52.2
R. Basic skills training	1074	80.6	259	19.4
S. Career counseling	706	55.4	568	44.6
T. Leadership training	421	33.9	820	66.1
U. Tourism promotion	328	26.4	916	73.6
V. Recreation activities	849	67.6	421	32.4
W. Economic literacy	434	35.5	789	64.5
X. Other	86	42.4	117	57.6

6. & 8. (See the Survey Instrument for questions)

7. How interested would you be in receiving more training in establishing economic development projects?

	number	percent	
Responses	521	38.3	Very Interested
	595	43.8	Somewhat Interested
	150	11.0	Somewhat Uninterested
	93	6.8	Very Uninterested

APPENDIX B:

A Checklist of Questions for the Community Educator Wanting to Expand Their Economic Development Activities

A Checklist of Questions for Community Educators Wanting to Expand Their Economic Development Activities

1. Are you interacting in the economic development circles?
    - A. Do you attend Chamber of Commerce meetings?
    - B. Are you involved in the Chamber's education committee? If there isn't one, can you get one started?
    - C. Do you or any of your staff sit on the Private Industry Council? If not, do you have an information arrangement that allows you to keep abreast of key issues?
    - D. Do you know the local or regional economic development planners and have you discussed helping them gain community input into their planning process?
    - E. What strategies are these agencies undertaking to enhance economic growth and revitalization?

2. What data has been collected on the local economy?
    - A. What are the statistics on employment/unemployment?
    - B. What data exists to describe local shopping and consumption patterns?
    - C. What is the size of the retail trade?
    - D. How many retail dollars stay within the community?
    - E. How many export dollars are brought into the community, and how effectively do they circulate?
    - F. What is the manufacturing base of the community?
    - G. What potential exists for expanding existing business or developing new ones?

3. Do you know who the major employers are?
    - A. What is the long term outlook for each industry?
    - B. What new technologies are likely to impact the labor force in each of these in the next two years? Five years? Ten years?
    - C. Where is the major market(s) for each industry?
    - D. What international conditions affect their markets?
    - E. What is the job multiplier for each industry?

4. What portion of local jobs are created by small businesses?
    - A. What portion of the labor force is self employed?
    - B. What estimates have been made on possible expansion of small business?

5. How many small businesses begin and fold each year?
    - A. What is the failure rate of businesses after 5 years?
    - B. What are the major causes of failure among local small businesses?
    - C. How have recent changes in the economy impacted local small businesses, particularly retail stores and services?

6. Are you familiar with the major sources of funds for job training?
    - A. What JTPA funds are available locally and how are they used?
    - B. What kinds of training programs have been funded by the local or regional PIC? Are funds from the governor's special programs section available to meet needs of your constituencies?
    - C. What kinds of job training are currently being funded by vocational education?

7. What is the literacy level of the community?
    - A. How many people have not graduated from high school or obtained equivalency?
    - B. What is the level of technical training, college education, and post graduate work?
    - C. What opportunities exist for training in new technologies and continuing professional development?
    - D. What reasons do local businesses give for laying-off workers or hiring people from outside the community?
    - E. What characteristics do employers most desire in new hires?

8. Are you familiar with programs to help displaced homemakers, single parents, and dislocated workers?
    - A. What training options exist for these groups?
    - B. Are programs in life/work planning targeted to this audience available locally?
    - C. Does your regional or local vocational extension program provide entrepreneurship training and support in your community?

9. What educational responses have developed in response to economic development assessments?
    - A. How does education appear in materials to recruit new businesses and industries?
    - B. How can education be a resource for meeting economic development targets or recommendations?

APPENDIX C:

A Listing of State Agencies in Economic Development*

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* The following lists were compiled by the Economic Research Service, USDA and are reproduced with their permission.

STATE ECONOMIC DEVELOPMENT AGENCIES

State economic development agencies provide help with local economic development programs and can be contacted for information and assistance.

ALABAMA

Director
Alabama Department of Economic
and Community Affairs
3465 Norman Bridge Road
P.O. Box 2939
Montgomery, AL 36105-0939
(205) 284-8700

ALASKA

Commissioner
Alaska Department of Commerce
and Economic Development
Pouch D
Juneau, AK 99811
(907) 465-2500

AMERICAN SOMOA

Assistant for Economic and Business
Affairs Governor's Office
Pago Pago
American Samoa 96799
0-11-684-633-4116

ARIZONA

Director
Arizona Department of Commerce
1700 West Washington Street
Fourth Floor
Phoenix, AZ 85007
(602) 255-5371

ARKANSAS

Director
Arkansas Industrial Development
Commission
One Capital Mall, Room 4C-300
Little Rock, AR 72201
(501) 371-2052

CALIFORNIA

Director
Department of Commerce
1121 L Street, Suite 600
Sacramento, CA 95814
(916) 322-1394

COLORADO

Director
Division of Commerce and
Development
1313 Sherman, Room 523
Denver, CO 80203
(303) 866-2205

CONNECTICUT

Commissioner
Department of Economic
Development
210 Washington Street
Hartford, CT 06106
(203) 566-3787

DELAWARE

Director
Delaware Development Office
99 Kings Highway
P.O. Box 1401
Dover, DE 19903
(302) 736-4271

FLORIDA

Director
Division of Economic Development
Florida Department of Commerce
701 West Gaines Street
Collins Building, Room G-26
Tallahassee, FL 32301
(904) 488-6300

GEORGIA

Commissioner
Georgia Department of Industry
and Trade
230 Peachtree Street, N.W.
P.O. Box 1776
Atlanta, GA 30301
(404) 656-3556

GUAM

Special Assistant
Business and Economic Affairs
Office of the Governor
Executive Chambers
Adelup, GU 96910
(671) 472-8931 ext. 334

HAWAII

Director
Department of Planning and
Economic Development
250 South King Street
P.O. Box 2359
Honolulu, HI 96804
(808) 548-3033

IDAHO

Director
Department of Commerce
Capitol Building, Room 108
Boise, ID 83720
(208) 334-2470

ILLINOIS

Director
Illinois Department of Commerce
and Community Affairs
State of Illinois Center
100 West Randolph, Suite 3-4000
Chicago, IL 60602
(312) 917-4075

INDIANA

Deputy Executive Director
Indiana Department of Commerce
One North Capitol, Suite 700
Indianapolis, IN 46204-2243
(317) 232-8800

IOWA

Director
Iowa Development Commission
600 East Court Avenue, Suite A
Des Moines, IA 50309
(515) 281-3619

KANSAS

Secretary
Kansas Department of Economic
Development
503 Kansas Avenue, Sixth Floor
Topeka, KS 66603
(913) 296-3481

KENTUCKY

Secretary of Commerce
Kentucky Commerce Cabinet
Capitol Plaza Tower, 24th Floor
Frankfort, KY 40601
(502) 564-7670

LOUISIANA

Secretary
Louisiana Department of Commerce
One Maritime Plaza
P.O. Box 94185
Baton Rouge, LA 70804-9185
(504) 342-5388

MAINE

Director
Maine State Development Office
193 State Street
Augusta, ME 04333
(207) 289-2656

MARYLAND

Secretary
Maryland Department of Economic
and Community Development
45 Calvert Street
Annapolis, MD 21401
(301) 269-3944

MASSACHUSETTS

Secretary
Office of Economic Affairs
One Ashburton Place, 21st Floor
Boston, MA 02108
(617) 727-8380

MICHIGAN

Director of Commerce
Michigan Department of Commerce
P.O. Box 30225
Lansing, MI 48909
(517) 373-1820

MINNESOTA

Commissioner
Department of Energy and Economic
Development
900 American Center Building
150 East Kellogg Boulevard
St. Paul, MN 55101
(612) 296-6424

MISSISSIPPI

Director
Department of Economic
Development
1200 Walter Siller Building
P.O. Box 849
Jackson, MS 39205
(601) 359-3449

MISSOURI

Director
Department of Economic
Development
P.O. Box 118
Jefferson City, MO 65102
(314) 751-3946

MONTANA

Director
Department of Commerce
Capitol Station
1424 Ninth Avenue
Helena, MT 59620-0410
(406) 444-3494

NEBRASKA

Director
Department of Economic
Development
301 Centennial Mall South
P.O. Box 94666
Lincoln, NE 68509
(402) 471-3111

NEVADA

Executive Director
Commission on Economic
Development
600 East Williams, Suite 203
Carson City, NV 89710
(702) 885-4325

NEW HAMPSHIRE

Director
Division of Economic Development
P.O. Box 956
Concord, NH 03301
(603) 271-2343

NEW JERSEY

Commissioner
Department of Commerce and
Economic Development
One West State Street
Fifth Floor, Box CN821
Trenton, NJ 08625
(609) 292-2444

NEW MEXICO

Secretary
State of New Mexico
Economic Development Division
Bataan Memorial Building
Santa Fe, NM 87503
(505) 827-6325

NEW YORK

Commissioner
NY State Department of Economic Development
One Commerce Plaza
Albany, NY 12245
(518) 474-4100

NORTH CAROLINA

Secretary
Department of Commerce
430 North Salisbury Street
Raleigh, NC 27611
(919) 733-4962

NORTH DAKOTA

Director
North Dakota Economic Development Commission
Liberty Memorial Building
State Capitol Grounds
Bismarck, ND 58505
(701) 224-2810

NORTHERN MARIANA ISLANDS

Director
Department of Commerce and Labor
Saipan, C.M.
Northern Mariana Islands 96950
(011) 234-7261

OHIO

Director
Ohio Department of Development
30 East Broad, Room 2540
P.O. Box 1001
Columbus, OH 43215
(614) 466-3379

OKLAHOMA

Executive Director
Department of Economic Development
4024 North Lincoln Boulevard
Oklahoma City, OK 73105
(405) 521-2401

OREGON

Director
Economic Development Department
595 Cottage Street, N.E.
Salem, OR 97310
(503) 373-1200

PENNSYLVANIA

Secretary
Pennsylvania Department of Commerce
433 Forum Building
Harrisburg, PA 17120
(717) 787-3003

PUERTO RICO

Administrator
Economic Development Administration
G.P.O. Box 2350
San Juan, Puerto Rico 00936
(809) 758-4747

RHODE ISLAND

Director
Department of Economic Development
7 Jackson Walkway
Providence, RI 02903
(401) 277-2601

SOUTH CAROLINA

Director
South Carolina State Development Board
P.O. Box 927
Columbia, SC 29202
(803) 748-3145

SOUTH DAKOTA

Director
Department of State Development
21 South Central
Pierre, SD 57501
(605) 773-5032

TENNESSEE

Commissioner
Economic and Community Development
Rachel Jackson Building, 8th Floor
320 Sixth Avenue, North
Nashville, TN 37219-5308
(615) 741-1888

TEXAS

Executive Director
Texas Economic Development Commission
410 East Fifth Street
Capitol Station, Box 12728
Austin, TX 78711
(512) 472-5059

UTAH

Executive Director
Department of Community and Economic Development
6290 State Office Building
Salt Lake City, UT 84114
(801) 533-5396

VERMONT

Commissioner of Development
Vermont Agency of Development
109 State Street
Montpelier, VT 05602
(802) 828-3211

VIRGINIA

Director
Virginia Department of Economic Development
1000 Washington Building
Richmond, VA 23219
(804) 786-3791

THE VIRGIN ISLANDS

Chief Economist for the Virgin Islands Government
Government House
Charlotte Amalie
St. Thomas, Virgin Islands 00801
(809) 774-0001

WASHINGTON

Director
Department of Trade and Economic Development
General Administration Building
Room 101
Olympia, WA 98504-0613
(206) 753-7426

WEST VIRGINIA

Director
Governor's Office of Community and Industrial Development
State Capitol, Room M146
Charlestown, WV 25305
(304) 348-0400

WISCONSIN

Lieutenant Governor and Secretary
Wisconsin Department of Development
123 West Washington Avenue
Box 7970
Madison, WS 53707
(608) 266-1018

WYOMING

Executive Director
Economic Development and Stabilization Board
Herschler Building
Third Floor, East Wing
Cheyenne, WY 82002
(307) 777-7284

SMALL BUSINESS DEVELOPMENT CENTERS

Most States have one or more Small Business Development Centers (SBDC's), often a part of a State university, that provide counseling and assistance to potential new business owners. Most States have regional or local subcenters as well, so that help in evaluating new business ideas and developing marketing and financial plans can be obtained locally. For further information about SBDC services, and the location of the nearest office, contact the State center listed below.

ALABAMA
Mr. Jeff Gibbs
State Director
Alabama Small Business Development Center
1717 11th Avenue South, Suite 419
Birmingham, AL 35294
(205) 934-7260

ALASKA
Ms. Janet Nye
State Director
Alaska Small Business Development Center
Anchorage Community College
430 West 7th Avenue, Suite 115
Anchorage, AK 99501
(907) 274-7232

ARKANSAS
Mr. Paul McGinnis
State Director
University of Arkansas at Little Rock
Small Business Development Center
Research and Public Service
5th Floor Library, Room 512
33rd and University
Little Rock, AR 72204
(501) 371-5381
1-800-482-5850 Ext. 5381

CONNECTICUT
Mr. John O'Connor
State Director
University of Connecticut
Small Business Development Center
School of Business
Administration
Box U-41, Room 422
108 Fairfield Road
Storrs, CT 06226
(203) 486-4135

DELAWARE
Mr. David Park
State Director
University of Delaware
Small Business Development Center
Purnell Hall, Suite 005
Newark, DE 19716
(302) 451-2747

DISTRICT OF COLUMBIA
Ms. Nancy Flake
Director
District of Columbia Small Business
Development Center
Howard University
6th and Fairmount Street, N.W.
Room 128
Washington, DC 20059
(202) 610-5150

FLORIDA
Mr. Gregory L. Higgins
State Director
Florida Small Business Development Center
University of West Florida
Building 38, Room 107
Pensacola, FL 32514
(904) 474-3016

GEORGIA
Dr. Frank Hoy
State Director
Georgia Small Business Development Center
University of Georgia
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COOPERATIVE EXTENSION SYSTEM

The Cooperative Extension System, a partnership between the U.S. Department of Agriculture, state Land Grant universities, and county governments, has offices in nearly every county in the U.S. Extension agents throughout the country help local communities assess their economic development options, build community development plans, initiate specific development projects, and train citizens in community organizing and leadership skills (in addition to their more well-known duties in the areas of agriculture, home economics and human nutrition, and 4-H youth). In most states, help is available directly by contacting your local county extension office (often listed under 'County Government' in the blue pages of the telephone book). For further information, contact the community resource development (CRD) program leader at your state Land Grant university.

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APPENDIX D:

A Listing of Community Education Organizations and Agencies

COMMUNITY EDUCATION ORGANIZATIONS AND AGENCIES

Community education can address community economic development concerns. These organizations and agencies bring community members together to identify community needs and resources. Through collaboration with other agencies and institutions, problems are resolved. Contact a nearby community educator for further information.

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